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ABSTRACT

The manual is designed to be used with a basic one-week training program for adult education personnel. It is not intended to guide teachers toward modifying existing programs, piloting new programs, or institutionalizing a new idea. It was designed to help teachers identify the purpose of the typical adult student, to give specific information to resolve some of the important issues, and to expose teachers to certain basic areas of interest, information, and techniques concerning the total adult education program. Individual chapters deal with: the design of the Louisiana staff development project; introduction to the program of adult education in Louisiana; awareness of the under-educated adult and implications for the teacher; developing behavioral objectives for adult learners; individual prescription instruction (three chapters--beginning, intermediate, and advanced levels); the concept of the community school and adult education learning centers; innovative programs of special interest to adult education personnel; problems of major interest to adult education personnel; and adapting the career education concept to adult education. Each chapter after the first begins with an outline of its behavioral objectives, activities, and narrative. Most chapters have short bibliographies and supporting transparencies. (Author/PR)

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Louisiana Adult Education
Staff Development Project

University of Southwestern Louisiana
Lafayette, Louisiana

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TRAINING MANUAL

(Revised 1974)

ED109380

LOUISIANA ADULT EDUCATION STAFF DEVELOPMENT PROJECT

Sponsored By

The Region VI U.S. Office of Health, Education & Welfare

and

The Louisiana State Department of Education

through

The University of Southwestern Louisiana
Lafayette, Louisiana

in cooperation with

The Region VI Adult Education Staff Development Project
University of Texas
Austin, Texas

"A Basic Short-Term Introductory Training Program for Adult Education Personnel in Louisiana"

June, 1972

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The introductory training program for Adult Education personnel, which comprises the training manual, was developed by a select group of local adult education personnel from throughout Louisiana. In a period of two weeks, with assistance from visiting representatives from Texas and Arkansas, these individuals designed a basic one-week training program that they felt would constitute the immediate and practical needs of local adult education personnel throughout the state. All individuals involved in the program of adult education should be indebted to them and proud of the professional and personal dedication reflected by the trainers in attempting to provide a program which would assist local adult education personnel in better meeting the needs of the undereducated population in Louisiana. These individuals are as follows:

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PREFACE

Region VI Adult Basic Education teacher-training has made great strides during the past few years. Adult education personnel have been exposed to a variety of national, regional and state institutes; state and local in-service and pre-service workshops; special interest seminars, conferences, and meetings; and training programs resulting from the activities of special projects throughout the region.

Since the initial development of adult basic training activities, university teacher-training programs have been limited primarily to regional and state institutes conducted in two or three-week sessions during the summer. The summer programs, compiled with special project activities, have composed the major involvement of the institutions of higher education in Adult Basic Education and have been funded directly from federal funds of Section 309 of Adult Education Act of 1966.

Teacher-training projects from Section 309 funds have been utilized in Region VI by a number of colleges and universities - each offering institute programs of a somewhat specialized nature with a limited number of participants able to attend these programs. The concept of training participants at these programs, to be utilized as teacher-trainers back in their local systems, has never proved completely effective due to the fact that there has been no financial or on-going assistance to the teacher-trainers for definite commitment to follow-up activities of the training sessions. In addition, the selection of participants has not been, in all cases, relative to the type of regional or national programs as teacher-trainers often do not have the support of their local administrators nor a position of levity which would enable them to do local teacher-training during the school year. Only when the support of the State Department of Education and the screening and selection of participants is done in relation to the nature of the institute program will training activities be disseminated properly to the local level.

The teacher-training activities carried on through institutes in Region VI have been successful to a large degree in attempting to cope with a variety of specialized interests and have helped to stimulate growth of local and state training programs. However, the national, regional, and state institute programs have been made available only on a short-course basis to a very small minority of the total number of ABE personnel employed in the region, with the vast majority of local adult educators having had no institutionalized training. One of the primary objectives of the development of a consistent and on-going teacher-training program in Louisiana, would be to offer a basic training course to every teacher in the state who has not received any institutionalized training in ABE. It is felt that this is the first priority that must be met in attempting to develop a statewide staff development program for Louisiana.

The first phase of the Louisiana-Regional VI Staff Development Project will be conducted during the summer through the initiation of a series of one-week teacher-training workshop programs at the University of Southwestern Louisiana, in Lafayette, and offered to all adult education personnel in the state who have not had previous training experience.

The second phase of the design would be conducted during the fall and spring and consists of initial planning for the establishment of a graduate degree program in Adult Education at the University of Southwestern Louisiana.

The concept behind the internal development of the short-term introductory training program for adult education personnel was not to provide a composite program for strict implementation by every local teacher. The very nature of the program of adult education lends itself to first understanding the needs and problems of adults in order to provide meaningful instruction and to continue the adult in an educational program of personal improvement to meet their goals. Therefore, there can be no one way, one technique, one material, or one concept that will provide specific solutions to the wide variety of individual interests and problems that each adult brings into the program. This program was designed to offer teachers some suggestions that might assist them in meeting some of the needs.

It is not intended to guide the teachers toward modification of existing programs, toward piloting new programs, or toward institutionalizing a new idea, if that teacher feels that his program is effective. It was designed to help the teacher identify the purpose of the typical adult student, to give specific information to resolve some of the important issues, and to expose teachers to certain basic areas of interest, information, and techniques concerning the total Adult Education Program.

Many of the ideas presented in this program have been preached and practiced by adult personnel since they set foot in their classroom. However, this is the first time that these concepts have been written down, organized, and presented for constructed discussion and reaction by the participants in a formal instructional program. All may not necessarily be completely new to you as an adult teacher; therefore, this workshop would be a compliment to you in that you are already knowledgeable of these concepts and are practicing them in your classrooms. It would also assure you that as an adult education teacher you are "on the right track"; and, in the end, you may be introduced to something new that will help you to better perform your role as an adult education teacher.

Robert W. Boyet, Editor
Staff Development Specialist
Louisiana State Department of Education

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PROGRAM DESIGN

I. PURPOSE

The basic purpose behind the first phase of the Louisiana Adult Education Staff Devleopment Project was to sponsor a two-week planning conference in which a select group of local adult educators were involved in the planning, development, and compilation of a basic one-week workshop in which approximately 300 teachers of adult education will acquire skills and develop materials for teaching and understanding the undereducated adult.

In addition to the emphasis on the instructional phase of the Adult Education Program, trainers were involved in developing specific topic areas with reference to the concept of career education, the development of adult learning center facilities in local programs, an awareness of the characteristics of the undereducated adult, and basic background information regarding general operational and funding sources of the Adult Education Program.

II. GENERAL OBJECTIVE

The general objective of the trainers during the two-week planning conference was to develop a basic one-week, teacher-training program for the following reasons:

A. to provide the teacher with skills, knowledge and understanding of concepts needed for teaching the undereducated adult.
B. to have the teacher acquire a knowledge of equipment and materials designed for teaching the adult student.
C. to instruct the teacher in the development of mini-curricula and individual prescription program/study sheets in the areas of Reading and Math, at varying levels of instruction.
D. to provide the teacher with a general knowledge of the rationale underlying the learning center concept, the concept of career education, and innovative programs in adult education.
E. to provide the teacher with a basic knowledge of the historical development, current status projected trends, and nature of educational components of the Adult Education Program in Louisiana.

III. SPECIFIC OBJECTIVES

The teacher-trainers will develop an adult education training program that will enable participants in attendance to complete the following behavioral objectives in each of the indicated areas of the program.

A. After the completion of the one-week workshop, participants will be able to define those components that constitute the Adult Education Program in Louisiana with reference to origin of establishment, authority to administer said programs, and general policies and procedures of their operation.

   1. Major category - background and introduction into adult education.
   2. sub-categories.

  a. Definition of Adult Education in Louisiana
  b. Development of Adult Education Programs in Louisiana.
  c. Current status of Adult Education Programs in Louisiana.
  d. Projections and Trends in Adult Education.

B. After completion of the program, the participants will demonstrate ability to determine the instructional level of individual students, diagnose individual learning difficulties by various methods presented by workshop staff, and devise an individualized prescription program sheet for each student.

  1. major category - evaluation and diagnosis of individual deficiencies
  2. sub-category - development of individualized program sheet

C. After the completion of the one-week workshop, participants will be able to write a minimum of ten (10) specific and measurable behavioral objectives in the areas of Reading and Math for teaching individual students at a specific grade level.

  1. major category - writing behavioral objectives
  2. sub-categories
     a. identifying specific behavior
     b. defining behavioral objectives
     c. evaluating behavioral objectives

D. At the conclusion of the workshop, participants will have developed a series of mini-curricula (lesson plans) in the areas of Reading and Math for varying levels of instruction, based on criteria provided by the workshop staff.

  1. major category - mini-curriculum techniques which include behavioral objectives for individualized instruction.
  2. sub-categories
     a. mini-curriculum for teaching Reading
     b. mini-curriculum for teaching Math

E. At the end of the workshop, participants will be able to evaluate teaching materials in terms of reading level, adult interest level, and practicability for adult students in accordance with criteria provided by the workshop staff.

  1. major category - materials of instruction for inclusion on an individual prescription program sheet.
  2. sub-categories
     a. special materials for teaching Reading
     b. special materials for teaching Math

F. At the conclusion of the one-day presentation on "Awareness of the Adult Education Student", participants will be able to analyze and make use of those social, cultural, and educational backgrounds of undereducated adults that have meaning to the development of instructional techniques:

  1. major category - teacher awareness in Guidance and Counseling
  2. sub-categories

a. some statistical characteristics of the under-educated adult in Louisiana
b. some human characteristics of the undereducated adult
c. human needs according to Maslow
d. problems of the adult education student
e. the role of the teacher and counselor
f. referral services available to the adult education student
g. factors relevant to adult learning
h. characteristics of the adult education teacher

G. At the conclusion of the presentation concerned with the learning center concept, the participants will write and/or make a comparison of the learning center concept and the ABE self-contained classroom.

H. At the conclusion of the presentation concerned with the concept of career education, the participants will write or suggest through discussion the adaptability of the concept of career education for Adult Education Programs.

IV. ACTIVITIES FOR TWO-WEEK PLANNING CONFERENCE

The teacher-trainers involved in the planning conference were assigned areas of responsibilities based upon the specific objectives listed above. Each trainer was concerned through individual and/or group assignment with the development of a basic training program which relates to activities, program implementation, and evaluation.

V. DESIGN FOR PROGRAM IMPLEMENTATION FOR EACH SPECIFIC OBJECTIVE OF THE ONE-WEEK PROGRAM

The general design to be followed by each trainer in compiling the training program with reference to each specific objective was as follows:

A. Behavioral objective
B. Pre-assessment
C. Learning activities
D. Evaluation or post-test

INTRODUCTION TO THE PROGRAM

OF

ADULT EDUCATION IN LOUISIANA

by

Robert W. Boyet
Staff Development Specialist
Louisiana State Department of Education

INTRODUCTION TO THE PROGRAM OF ADULT EDUCATION IN LOUISIANA

OUTLINE

I. Behavioral Objectives

A. The participant will list a minimum of three separately funded programs that constitute Louisiana's Adult Education Program.

B. The participant will list a minimum of three concepts that currently describe local programs throughout the state in regard to type and structure of adult education classes.

C. The participant will state in writing a brief narrative explaining the need for adult education in Louisiana.

D. The participant will list a minimum of three major areas of change in Louisiana Adult Education Programs as a result of ABE funds.

E. The participant will list a minimum of three current projections, or trends, currently being initiated in the Adult Education Program in Louisiana.

II. Activities

The participant will be exposed in general session to a transparency presentation concerning the definition, nature, current status, historical development, need for, and trends in Adult Education in Louisiana.

III. Narrative

A. Introduction to the Program of Adult Education in Louisiana

1. Definition of Adult Education in Louisiana

2. Development of Adult Education Programs in Louisiana

   a. First State Appropriation in Louisiana
   b. Huey Long's Literacy Program
   c. Impact of the Depression on Adult Programs
   d. The EEP in Louisiana
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3. Current status of Adult Education Programs in Louisiana

   a. The Veterans Education Program in Louisiana
   b. Act 252 Adult Education Program of 1950
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   d. General Attitude Toward Equivalency of GED Diploma
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   g. Program Impact Since 1950
   h. Emergence of Adult Basic Education Program

i. Nature of ABE Program
j. Increased Local Participation
k. Provided for More Supervision
l. Increased Local Adult Education Personnel
m. Placed Major Emphasis on Literacy Instruction
n. Definition of Functional Illiteracy
o. Caused Major Expansion of Adult Programs
p. Increased Demand for High School Programs
q. Need for Expansion of High School Programs
r. Problem of Retention
s. Efforts to cope with the Retention Problem
t. Cooperation with Other Agencies
u. Impact of Cooperative Programs
v. Development of Adult Education Learning Centers
w. Impact of Learning Centers
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a. Impact of Act 113 Program
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g. Home-Based Adult Education Programs
h. Trends in Teacher Training

5. Summary and Conclusion

B. Transparencies

1. Definition of Adult Education in Louisiana

2. Background of Adult Education Programs in Louisiana

3. Nature of Existing Adult Education Programs

4. Requirements for the High School Equivalency Diploma in Louisiana

5. Impact of the Act 252 Program

6. Major Areas of Change Caused by ABE Program

7. Impact of the ABE Program

8. Projections and Trends for Adult Education in Louisiana

IV. Bibliography

INTRODUCTION TO PROGRAM OF ADULT EDUCATION IN LOUISIANA

Definition of Adult Education

The very nature of the term "adult education," lends itself to a wide variety of broad concepts, programs, practices, definitions, and descriptions. Adult education has been associated with and defined in reference to practically every learning experience that an adult has been exposed to. For example, Lyman Bryson in his book, Adult Education, defines the term as "...all the activities with an educational purpose that are carried on by people engaged in the ordinary business of life."[1] If we would accept this definition, Adam could be considered as the first recipient of a meaningful adult education experience, provided by an evidently qualified instructor, Eve, and supported through the instructional materials of the Devil.

It is important to realize that there is still no single definition universally accepted by adult educators, nor is there a universally held public image of adult education. Some definitions have been broad and inclusive while others are narrow and exclusive; some are descriptive and others are general. As Jerome Zeigler puts it:

> One cannot speak of "adult education" as one can speak of the public elementary and high school programs, and expect a common understanding of what is meant by the term. For in addition to the range of activities which comprise adult education, this branch of education has been and continues to be conducted by a multitude of contrasting institutions and agencies each providing according to its own plan (or) method.[2]

The adult educator and layman alike naturally tend to define "adult education" within the limits of their own immediate experience with it, or to qualify or limit the scope of their concern. As a result, adult education has been confused with continuing education, community education, vocational-technical education, agricultural extension programs, university extension programs, remedial education, volunteer programs, literacy programs, etc.--all of which are, to a degree, adult education concerns.

A Workable Definition of Adult Education in Louisiana

In attempting to seek a workable definition for "adult education", with the respect to adult education programs in Louisiana, one would have to qualify the term in reference to the services offered in a program of adult education, the target population which is eligible for attendance in such a program, the source of financial support for the program, and the instructional and administrative nature of the program.

---

[1] Adult Education (New York: American Book Company, 1936), p. 3.

[2] "Continuing Education in the University," The Contemporary University, ed. Robert W. Morrison (Boston, Mass.: Houghton Mifflin Company, 1966), p. 130.

The basic service offered in a program of adult education which this paper shall be concerned with is an academic, instructional program which would qualify an enrollee to take the Tests of General Education Development (GED) for receipt of a high school equivalency diploma or to upgrade his academics. The target population eligivle would be adults 18 years of age and older who have less than a high school education and those adults 16 years of age and older who have less than an eighth grade education. The source of financial support for the program would be through funds appropriated by the state and/or federal government which provides for an individualized instructional program in the basic subject matter areas of reading, writing, mathematics, and language arts, administered by the State Department of Education through local public school systems.

Based upon these limitations, and for the purposes of this paper, a working definition of "adult education in Louisiana" would be "an academic program utilizing an individualized instructional approach, offering adults 18 years of age and over, with less than a high school education, the opportunity to upgrade their educational status and complete their secondary education, and adults of 16 years of age, and over, the opportunity to complete their elementary education in an organized program funded by the state or federal legislature and administered by the Louisiana State Department of Education through local public school systems."

Utilizing the definition of adult education in Louisiana mentioned previously, the present status of Louisiana's adult education program may be viewed definitively.

First State Appropriation in Louisiana

Although most adult educators in Louisiana refer to the passage of Act 252 by the 1950 session of the Louisiana Legislature as the first state appropriation for adult education, Louisiana was among those twenty-one states which, by 1930, made provisions for state aid to adult education. Dr. E. D. Schumacher, in his historical analysis of adult functional illiteracy in Louisiana states:

> The first public programs for adult education in Louisiana were developed at the local level and were intermittent in nature. The presence of many unassimulated foreign-born adults and the high illiteracy rate among citizens was revealed by the Army during Americanization and literacy courses before 1920. These programs were limited to the larger cities in the state, with New Orleans providing the most extensive adult schooling opportunities . . . . It was not until the administration of Governor Huey P. Long that active support was given to a campaign to eliminate adult illiteracy in Louisiana. A special session of the legislature in 1928 passed a "malt tax" law and dedicated the receipts therefrom for use in programs designed to combat adult education deficiencies.[3]

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[3] The Struggle Against Functional Illiteracy in Louisiana (Sulphur, Louisiana: Maplewood Books, 1973), p. 42.

Huey Long's Literacy Program

Long's literacy program was initiated in February, 1929, and offered a twenty-four lesson course of study stressing the fundamental elements of reading, writing, and numbers, taught by regular public school teachers in late afternoon and evening classes. During the first year of operation, over 100,000 adults were enrolled, of which more than 80,000 were Negroes. The literacy program was so successful that in the summer of 1929, the Rosenwald Foundation donated $50,000 to aid the state in financing its continuance. The program was continued on a smaller scale, but due to the approach of the depression and further loss of school revenues, it was dropped at the end of the 1932-33 school session. It did, however, have a direct impact on Louisiana's literacy ranking in the national census. In 1920, Louisiana once again was at the bottom of the national literacy rankings, with 21.9 per cent of the total adult population classified as illiterates; but in 1930, the state had reduced that figure to 13.5 per cent, making more progress than any other state and climbing from last position to 47th.[4]

Impact of the Depression on Adult Programs

Most state support for adult education, started after World War I, was dropped during the depression of the 30's, as public schools began to cut costs; but the depression produced a federally-funded program that had far-reaching effects on adult education. The passage of the Emergency Education Program (EEP), in 1933, initiated a relief program for unemployed teachers who were hired to teach adults in nearly every state in the union--about 44,000 unemployed teachers instructed about 1,725,000 adults under the direction of state and local public school authorities.

The EEP in Louisiana

In Louisiana, the EEP provided four major areas of adult instruction--literacy classes, vocational agricultural and home economics classes, vocational rehabilitation classes, and general adult education classes for Workers' Education, Parent Education, Avocation Training, General Academics Education, and Cultural Education. Through the leadership of State Superintendent of Education Thomas H. Harris, who was a strong supporter for the fight against illiteracy in Louisiana, the state initiated its EEP program in 1934, employing approximately 2,000 teachers and enrolling 88,000 adults in all phases of adult education. The following year, Louisiana dropped out of the EEP program due to an internal dispute with the federal authorities; and in 1936, state administration problems with the local school systems caused the program to exist in name only.[5]

The WPA Education Program in Louisiana

In 1936, the Works Progress Administration (WPA) Education Program was passed by Congress; and this agency initiated cooperation with the State Department of Education in sponsoring all relief education programs. By

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[4] Ibid., pp. 43-51.

[5] Ibid., pp. 54-73.

November, 1936, the program employed 897 teachers and had 5,256 classes in operation with an enrollment of 54,407 adults--11,128 in literacy education and 29,927 in general adult education classes. It has been estimated that over 400,000 adults participated in the emergency relief education programs in Louisiana from 1935 to 1941.[6]

The Veterans Education Program in Louisiana

The formal adult academic program in Louisiana had its initial beginning with the emergence of the Veterans' Education Program following World War II, as stipulated in the Servicemen's Readjustment Act of 1945. In 1949, the Veterans' Administration, in conjunction with the Louisiana State Department of Education and local school systems, set up academic and specialized courses for veterans through the use of public schools in all parishes of the state. Veterans were permitted to attend classes on a full-time basis, 24 hours of attendance per week; three-fourths time, 18 hours; one-half time, 12 hours; or one-fourth time, six hours; and were required to pay a tuition which would enable the classes to be self-sufficient. However, the veterans received a subsistence from the government in return, according to the number of hours they attended. The Veterans' Program was largest in 1951 with an enrollment of 34,763 veterans, more than 80 per cent of which received instruction below the ninth grade level. One of the reasons for the decline in participation in the Veterans' Program was that its status as a public educational project was questioned by some school administrators due to the fact that only veterans were eligible, and not the general public.[7] This was one of the major reasons that lead to the emergence of a state-supported, adult education program for nonveterans.

Act 252 Adult Education Program of 1950

In order to meet the demands for academic, instructional programs for nonveterans leading to the GED test, the 1950 session of the Louisiana Legislature passed Act 252, which was the beginning of the adult education program in Louisiana, as we know it today. The Act states as follows:

> Appropriating, in addition to all other appropriations provided by law for educational purposes, the sum of twenty-five thousand dollars ($25,000) for the fiscal year beginning July 1, 1950 and ending June 30, 1951 and the sum of twenty-five thousand dollars ($25,000) for the fiscal year beginning July 1, 1951 and ending June 30, 1952 out of the General Fund for the Purpose of the elementary and secondary level and to what amounts the sums shall be spent each fiscal year.[8]

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[6] Ibid., pp. 73-87.

[7] Ibid., p. 89.

[8] Acts of the State of Louisiana-Regular Session, 1950 (Baton Rouge: Thos. J. Morgan's Sons, Inc., 1950), pp. 435-436.

The Act 252 Adult Education Program provided for the appropriation of state funds, the amount of which is determined each year by the Louisiana Legislature, to the State Board of Education for the Purpose of developing an adult education program. The plans and policies for the development of the program are administered through the State Department of Education and as initially established, offered adults nineteen years of age and over, with less than a high school education, the opportunity to complete their elementary and/or secondary education.[9]

Louisiana Requirements for GED

As mentioned previously, the demand for adult education instruction, leading to the GED for nonveterans, was a major reason for the initiation of the program; therefore, it is important to understand the Act 252 Program in relation to the eligibility of a nonveteran to receive a high school equivalency diploma upon successful completing of the GED test. Louisiana is somewhat different from neighboring states in regard to GED requirements, in that a nonveteran adult must enroll in a local adult education program and qualify on a standardized achievement test before he can be recommended to take the GED. Requirements for nonveterans to receive their high school equivalency diploma are as follows:

1. Enrollment in adult education classes and satisfactory completion of the Tests of General Educational Development shall determine the eligibility of a nonveteran adult to receive a high school equivalency diploma.
    a. Before a nonveteran can be administered the Tests of General Educational Development, he must present himself to local school officials for the purpose of being administered a standardized achievement test at the high school level. A minimum score of 13.0, with no one area below 12.0, must be attained by the individual before he can be recommended to take the Tests of General Educational Development.
    b. In each instance, the Parish or City Superintendent of Schools shall certify to the State Director of Secondary Education that the adult has complied with the adult education requirements. Such certification will be in the form of a request that the adult be administered the Tests of General Educational Development. This request is made by the local school superintendent to the Director of Secondary Education.
    c. In no instance may a nonveteran under the age of 19, be graduated from the Adult Education Program; however, married persons under the age 19 will be eligible to enroll in adult classes.
    d. In order to participate in the adult education program and be awarded a high school equivalency diploma, an adult must be a legal resident of Louisiana.[10]

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[9] Plan of Operation for the Adult Education Program, Act 252 of 1950 (Baton Rouge: Louisiana State Department of Education, 1950), pp. 1-7.

[10] Handbook for School Administrators, Bulletin No. 741, Revised (Baton Rouge: Louisiana State Department of Education, 1966), p. 178.

In order to successfully pass the GED, the following requirements are cited:

> In order for an individual to satisfactorily complete the Tests of General Educational Development, he must earn a Standard Score of 35 or above on each of the five tests of the battery; or if any one or more of the test scores is below 35, he must average a minimum of 45 on the battery of five tests.[11]

The standard score of 35 or above on each of the five tests of the GED battery or an average standard score of 45 or above on the five tests, are the same as those requirements recommended by the Commission on Accreditation of Service Experiences. These scores represent that level of achievement which was failed by 15-20 per cent of the high school seniors tested in the national normative studies conducted in 1943, 1955, and 1967.[12]

The addition to the requirement that nonveterans enroll in adult education and score a minimum of 13.0 on a standardized achievement test, Louisiana issues its high school equivalency diplomas to veterans and nonveterans from a state-approved high school of the individual's preference. As stated in the HANDBOOK FOR SCHOOL ADMINISTRATORS:

> Applications for high school equivalency diploma for nonveterans shall be submitted by state-approved high schools...A nonveteran adult shall be considered a graduate of the high school from which he received his high school equivalency diploma.[13]

General Attitude Toward Equivalency of GED Diploma

The general attitude that the adult education GED graduate is somewhat inferior to a traditional high school graduate in reference to college success has never been substantiated. Dressel and Schmid's 1951 study evaluated numerous investigations relating to the validity of the GED and concluded that a large number of individuals who passed the test were successful in college work or jobs that ordinarily require a regular high school education.[14] Tyler's 1954 study concluded that the substantial numbers of GED graduates were successful in college; and, although their scholastic achievement was not quite as high as that of high school graduates, the differences were suprisingly small.[15] Sharon's more recent 1972 study of 1,367 students who had taken the GED and been admitted to the cooperating institutions revealed the following significant results:

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[11] Ibid., pp. 185-186

[12] Opportunities for Educational and Vocational Advancement, Bulletin No. 10, Fourth Edition (Washington, D. C.: Commission on Accreditation of Service Experiences of the American Council on Education, 1971), p. 9.

[13] Handbook for School Administrators, pp. 180-181.

[14] P. L. Dressel and J. Schmid, An Evaluation of the Tests of General Educational Development (Washington, D. C.: American Council on Education, 1951), p. 8.

[15] R. W. Tyler, The Fact-Finding Study of the Testing Program of the United States Armed Forces Institute (Washington, D. C.: Office of Armed Forces Information and Educaiton, Department of Defense, 1954), p. 12.

> The performance of the nontraditional students was significantly higher than that of graduating high school seniors on all GED tests except English. The college grades of the GED students were found to be only slightly lower than those of traditional college students. That 72 per cent of the GED students remained in college during the period surveyed can be considered an impressive accomplishment for this group of students.[16]

Because of Louisiana's requirement concerning the eligibility of nonveterans to be recommended for the GED test, a high school equivalency graduate must be accepted for enrollment in every state college, university, and/or vocational-technical school; and Louisiana employers accept the equivalency diploma on an equal basis with the traditional graduate and in many cases have preferred GED completions.[17] Louisiana has also been the leading state in the nation to have the highest percentage of nonveterans passing the GED test.

In 1971, Louisiana ranked No. 1 in the nation having the highest percentage of adults passing the GED test (87 per cent), which was well above the national average of 69 per cent. In comparison with her neighboring states of Texas, Arkansas, and Mississippi, which have no real screening requirements, the average percentage of adults tested, but failed, was 30.9 per cent--about the same as the national average of 31 per cent. It should be noted that the average years of formal schooling completed by those individuals tested in the four states was almost exactly the same--Louisiana, 9.6; Arkansas, 9.5; Mississippi, 9.7; and Texas, 9.7.[18]

The year 1971 was not an uncommon one, as Louisiana has ranked No. 1 in the nation with the highest percentage passing the GED in 1963, 1966, 1967, and 1970, ranking second in 1964 and 1968, and third in 1965.[19]

Growth of Nonveterans Taking GED

As noted previously, the growth of nonveteran, adult participants in the GED testing program is probably the most significant factor that led to the emergence of state-supported adult education academic programs. In 1953, veterans comprised 61 per cent of the total number of individuals taking the GED test, and this figure has steadily decreased each year to a total of only 18.7 per cent veterans participating in 1966. By comparison, nonveterans comprised only 38 per cent of the GED testing population in 1953, but grew to constitute 59.7 per cent in 1966.[20] Thus was the emergence of the Act 252 Adult Education Program in 1950.

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[16] Amile T. Sharon, The Non-High School Graduate Adult in College and His Success As Predicted by the Tests of General Educational Development Princeton, New Jersey: Educational Testing Service, 1972), p. 2.

[17] College Accreditation Policies for Nontraditional Education; Bulletin No. 11 (Washington, D. C.: American Council on Education, 1970), p. 20.

[18] 1971 Annual Statistical Report of the GED Testing Service (Washington, D.C.: American Council on Education, 1971), pp. 1-3.

[19] Annual Statistical Report of the GED Testing Service, 1963-1972, compiled (Baton Rouge: Louisiana State Department of Education, 1973), p. 1.

Nature of Act 252 Program

As initially established, the Act 252 Program provides evening classes for adults from two to three hours each session, twice a week in regular public school facilities. Instruction is provided by certified teachers utilizing worktext materials, assigned individually to the student on the basis of his initial grade level placement, as determined through an achievement test. Students are given individual instruction, coupled with some group activities, in the basic subject matter areas of reading, mathematics, and language arts. The funds provided by Act 252 for the adult program can be utilized for the payment of teachers' services only. No funds are allocated for materials, equipment or supplies; therefore, adults are required to purchase books, tests and materials needed for their instructional program.[21]

When a local parish or city school system agrees to participate in the Adult Program of Act 252, it is the duty of the superintendent or his representative to assume responsibility for local administration and superivision of the program. The local superintendent is required to designate a member of his staff as being responsible for the supervision of the adult program and to certify this to the Adult Education Section of the State Department by letter. The local supervisor is expected to assist in the organization of the classes, provide a place for class meetings, employ the teacher, furnish the necessary supervision and professional guidance in the instructional work, and submit all required reports to the State Department of Education pertaining to the program.[22]

Funds appropriated by the Legislature to the State Department of Education, for the Act 252 Program are allocated to each local public school board, based on the number of adults in the parish 25 years of age and older who have not completed the twelfth grade, as it bears percentagewise to the total number of adults in the state who are in this educational category, as per the latest U. S. census. As mentioned previously, funds may be used for the payment of teachers' salaries only, at the rate of $7 per clock hour of instruction.

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[20] Comparative Data in High School Level GED Testing at Official GED Centers 1949-1971 (Washington, D. C.: American Council on Education, 1972), p. 4.

[21] Plan of Operation for the Adult Education Program, Act 252 of 1950, pp. 1-7.

[22] Ibid., pp. 5-6.

School systems are reimbursed expenditures through submission of a monthly request for reimbursement by the local superintendent to the Adult Education Section of the State Department of Education.[23]

Program Impact Since 1950

Since its beginning in 1950 through June 30, 1972, the Act 252 Adult Education Program has enrolled a total of 193,944 nonveteran adults producing 37,425 high school graduates. Although these figures may not be staggering in appearance, it should be noted that the average annual appropriation for support of the Act 252 Program, has been only $226,976.62, which is distributed among sixty-six local parish and city school systems. Based upon an average student enrollment per year of 8,815.62 students, which includes an enrollment of only sixty-three people in the initial year of the program, the annual cost of the program per student is approximately $25.74.[24]

Emergence of Adult Basic Education Program

National emphasis for the need of adult education was recognized in 1965 with the establishment of the Adult Basic Education Program (ABE) under Title II, Part B, of the Economic Opportunity Act of 1965; and the following year, the Adult Education Program (ABE) became part of Federal Elementary and Secondary Education Programs with passage of the Adult Education Act of 1966, by the United States Congress. The ABE program provided funds for the establishment of an educational program offering adults, 18 years of age, and over, with less than an elementary level of education, the opportunity to complete the eighth grade level of achievement.[25]

Nature of ABE Program

In Louisiana, federal ABE funds were utilized to subsidize the elementary phase of the State Act 252 Program. As a result, Adult Basic Education was easily established on a statewide basis, taking on the general operational, administrative, and instructional characteristics of the part-time, night school Adult Education Act 252 Program. But Adult Basic Education produced several major areas of change in Louisiana's Adult Education Program.

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[23] Ibid., pp. 1-2.

[24] Annual Program Statistics-Act 252 Adult Education Program, 1950-1972 (Baton Rouge: Louisiana State Department of Education, 1973), p. 1.

[25] Rules and Regulations For The Adult Education Act of 1966, Title III, P. L. 89-850 (Washington, D. C.: Federal Register, Volume 32, Number 77), pp. 6277-6278.

Increased Local Participation

First of all, it provided increased funding to local school systems for the support of larger adult programs; and these funds could be utilized for all necessary expenditures to operate the program on the local level. As a result, local school systems were more willing to encourage and support an adult education program which provided funds for its operation at no cost to the local board. In 1965, only 36 local parish systems initiated Adult Basic Education programs; but by 1972, every local parish system offered adult education classes in the Act 252 High School Program and all but two offered Adult Basic Education classes.[26]

Provided for More Supervision

Prior to 1965, local supervision for the adult program was provided by the local school system on a minimal, part-time basis. With the advent of federal funds for support of administrative costs, local school systems participating employed a local supervisor of adult education with clerical assistance on a statewide ratio of 30 per cent of his total administrative functions. In addition, there is currently a total of fifteen full-time supervisors of adult education employed on the local level, as opposed to only one, in Orleans Parish, prior to federal funds.[27]

Increased Local Adult Education Personnel

All instructors employed in the Act 252 Program were certified teachers who taught on a part-time basis from two to six hours per week, with a total of 386 teaching during the 1964-65 school year. During the next year, the first year of operation for the ABE Program, there was a total of 1,006 adult teachers in the state, 881 of which were basic education instructors.[28]

The ABE program provided not only for expansion in the number of instructional personnel, but also in the type of personnel employed on the local level. In addition to the employment of certified teachers for use in the basic program, a number of instructional coordinators, counselors, and paraprofessional personnel were also utilized. During 1968-69, there were 44 counselors providing guidance services to Adult Basic Education participants where there had been no such services offered prior to the basic program.[29]

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[26] An Evaluation of the Louisiana Program of Adult Basic Education Through June 30, 1969 (Baton Rouge: Louisiana State Department of Education, 1969), pp. 40-51.

[27] Loc. cit.

[28] Annual Evaluation Reports, Act 252 - Adult Basic Education Programs, 1964-66, compiled (Baton Rouge: Louisiana State Department of Education, 1973), pp.

[29] An Evaluation of the Louisiana Program of Adult Basic Education Through June 30, 1969, pp. 46-51.

In reference to the use of paraprofessionals local Adult Basic Education programs' utilization of those individuals with less than a teaching certificate, in an instructional capacity in the classroom (most of whom were graduates of the Adult Education program) proved so successful that the State Plan of Operation for the Act 252 Program was amended in September, 1970, to allow for the use of paraprofessional personnel in the State Act 252 classes.[30]

Placed Major Emphasis on Literacy Instruction

The second major area of change was that major emphasis was placed on upgrading the education level of functionally illiterate adults, which resulted in the initiating of the Louisiana Literacy Testing Program, the use of individualized laboratory programs for teaching reading, and a greater awareness for the educator of the social, economic, and physical characteristics of the undereducated adult.

Definition of Functional Illiteracy

In order to understand the distinction between functional illiteracy and illiteracy, the following definition is cited:

> As used here, illiteracy is defined as the inability to read and write a simple message either in English or in any other language. Illiteracy, in this sense, should be clearly distinguished from "functional illiteracy." Functional illiteracy has been commonly used to denote a person who has completed fewer than five years of school and has a lack of ability or skills needed to deal with the problem of employment, obtaining adequate shelter, food, clothing, and assuming citizenship responsibilities.[31]

In 1960, Louisiana ranked highest in the nation in the number of functional illiterates age 25 years and over, with 21.3 per cent as compared to the national average of 8.3. The impact of the emergence of ABE and the Literacy Testing Programs was reflected in the census of 1970 which showed a reduction of 8.2 per cent in Louisiana's number of functional illiterates. The 1970 census showed a decrease of 111,446 adults 25 years of age and over with less than five years of education in Louisiana, in 1970. The 8.2 per cent reduction tied Louisiana with South Carolina as being the highest per cent of illiteracy reduction in the United States from 1960 to 1970--the national reduction was 3.0 per cent. However, even with this reduction, Louisiana still ranked last in the illiteracy statistics in the nation, with 237,349 adults 25 years of age and over with less than a fifth grade education.[32]

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[30] Plan of Operation for the Adult Education Program-Act 252 of 1950, p. 3.

[31] Marie Meno, Statistics of Louisiana's Adult Education Programs, Bulletin No. 1222 (Baton Rouge: Louisiana State Department of Education, 1973), p. 1.

[32] Ibid., pp. 2-3.

Caused Major Expansion of Adult Programs

Naturally, the major impact of Adult Basic Education was to cause an immediate expansion of adult education opportunities on the local level, primarily due to the vast recruitment activities conducted by local programs. With the infusion of federal funds, Louisiana's Adult Education Program witnessed an immediate expansion during the '65-'66 school year. Enrollment increased from 10,308 in the Act 252 program in 1964-65, to 22,163 the next year, of which 14,607 participants were enrolled in basic education.[33] From 1965-1972, Adult Basic Education enrolled 94,808 students who upgraded themselves an average of 1.4 grade levels of achievement for every 91 hours of attendance in the program.[34]

Increased Demand for High School Programs

Although this expansion was a great "shot in the arm" for adult education, it also caused problems for the state program. The vast recruitment activities initiated to enroll students in the basic program, coupled with the number of ABE students completing the 8th grade level and seeking continuance of their education through high school, provided a stimulus to the high school classes. The state-funded Act 252 Program could not even enroll the number of students registering for classes at the beginning of each school session, which resulted in large waiting lists; and due to the part-time nature of the adult classes, the turnover of participants allowing for openings in the class was not great. Even though the ABE funds enable the state-supported 252 Program to utilize its money for high school level instruction only (grades 9-12), the expansion of the elementary classes produce a greater demand for additional high school opportunities from adults completing the basic education program.[35]

Need for Expansion of High School Programs

In 1960, there was 1,109,106 or 67.6 per cent of Louisiana's adults 25 years of age and over who had less than a high school education.[36] This figure was reduced to 57.8 per cent in the 1970 census, but the total number in need of a high school education was still 1,046,551.[37] In addition, from 1960-70, approximately 160,000 students dropped out of the public school systems in Louisiana, adding to the number of adults eligible for adult education classes.[38] During this same period, 1960-1970, only 23,130 adults were able to receive their high school diploma through the adult education program, an average of 2,102 adult graduates per year.[39] As evidenced by these statistics, present adult education programs cannot even provide the educational opportunities necessary to keep up with the dropout rate of the public school system. The shortage of funds for support of adult education was pointed out in the October, 1970 issue of THE LAPSAE LEADER, a quarterly publication of the Louisiana Association of Public School Adult Educators, with the following comment:

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[33] Annual Report for the Session 1965-66, Bulletin No. 1081 (Baton Rouge: Louisiana State Department of Education, 1966), pp. 112-114.

[34] Annual Evaluation Reports-Adult Basic Education Program, 1965-1972, compiled (Baton Rouge: Louisiana State Department of Education, 1973), pp. 1-14.

[35] Narrative Annual Program Report-Adult Basic Education, 1969-70 (Baton Rouge: Louisiana State Department of Education, 1970), p. 19.

[36] Digest of Educational Statistics (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1960), p. 126.

[37] Statistics Showing the Need for Adult Education in Louisiana-1970 Census (Baton Rouge: Louisiana State Department of Education, 1972), p. 1.

> . . . During the 1969-70 school year, 9,867 Louisiana adults enrolled in the Act 252 Adult Education program seeking the opportunity to receive their high school diploma. Due to the lack of sufficient funds, only 3,952 were able to complete requirements and obtain diplomas; while forty-one of the 66 local parish systems participating had to close classes, terminating 3,223 students. These 41 local programs comprised 62 per cent of the total adult education high school program in the state. In addition to the displacement of these 3,223 students, there was a backlog of 14,732 students on waiting lists to get into adult education high school classes throughout the state.[40]

Problem of Retention

The increased enrollment in the ABE program and its concentration on the elementary level adult also produced one other factor that adult educators had not been previously concerned with--dropouts. The low retention rate of ABE students in academic classes became a major concern of the program. Don Seaman states:

> One of the major problems for our Adult Education programs is that of retention--keeping students in the program. Extensive studies of ABE programs have found that the dropout rate ranges from about twenty per cent (20%) to almost seventy per cent (70%) and that most students who do drop out, do so during the first few meetings because they become discouraged quickly.[41]

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[38] The School Dropout in Louisiana, Bulletin No. 1154 (Baton Rouge: Louisiana State Department of Education, 1969), p. 3.

[39] Annual Evaluation Reports-Act 252 Adult Education Program, 1960-1970, compiled (Baton Rouge: Louisiana State Department of Education, 1973), pp. 1-20.

[40] "Did You Know?" THE LAPSAE LEADER, Volume I, No. 2, February 1, 1970.

[41] Don F. Seaman, "Starting Students Successfully in Adult Basic Education," Research Information Processing Center Monograph (Tallahasee, Florida: Florida State University, 1971), p. 71.

During the 1968-69 year, 4,968 adults out of a total enrollment of 13,438 in the Adult Basic Education program of Louisiana dropped from the program. Of this number, 3,406 drops were due to reasons of completion of the program, accomplishment of the student's objective, or other factors which were beyond the control of the program; however, over 1,000 of these drops were related to the instructional program not being able to meet the students' needs.[42] A study conducted by Dr. Dorothy Hawkins sought to discover why adults dropped out of ABE and GED programs in New Orleans. Interviews with a 10 per cent random sample of 1965-67 dropouts, all Negroes, indicated that the major reasons for withdrawal were personal ones such as illness, conflict in employment schedule, and child care problems. Institutional factors played a negligible part.[43]

It should be noted that the adult program is uniquely different from any other instructional program sponsored by local school systems in that participants attend on a completely voluntary basis. This poses a great problem in retaining students in the program; but it is also the greatest asset of the program. The mere existence of the program is, therefore, a measure of success; because the adult does not have to attend and if he does, he does not have to remain. Adult classes must maintain a monthly average of 10.0 students in attendance or be closed. A class composed of students functioning below the fifth grade level may remain open with an average monthly attendance of 7.0.[44]

Efforts to Cope With the Retention Problem

In order to assist local adult education personnel to cope with the problem of retention, three major areas of concern were developed: the need for a greater awareness, on the part of the educator, of the characteristics of the undereducated adult and the teacher's role in providing basic guidance services to meet student needs; the need for a practical adult education curriculum design especially for local Louisiana programs; and the need for adequate teacher-training opportunities, to better equip teachers in meeting adult needs and provide specialized teaching techniques and materials for adult instructors.

Cooperation With Other Agencies

Another major area of change that was stimulated by the Adult Basic Education Program was the initiation of cooperative programs with a number of other federally sponsored agencies, which were serving the undereducated adults. Among the major agencies which worked with the ABE Program were the Concentrated Employment Program (CEP), the Work Incentive Program (WIN), and the Manpower Development and Training Program (MDTA).

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[42] Annual Program Report--Adult Basic Education, 1968-69 (Baton Rouge: Louisiana State Department of Education, 1969), p. 2.

[43] Dorothy Lee Hawkins, "A Study of Dropouts in an ABE Program and a GED Program and Suggestions for Improving the Holding Power of These Programs (Ph.D. dissertation, Bloomington, Indiana: University of Indiana, 1968), p. 128.

[44] Louisiana State Plan for Adult Basic Education Under the Adult Education Act of 1966 (Baton Rouge: Louisiana State Department of Education, 1967), p. 4.

Impact of Cooperative Programs

The basic impact of these programs was that they constituted the first opportunity for the potential of full-time employment in an instructional capacity in Adult Education. Teachers employed to work in these contractual agency programs taught adult education on full-time basis, from four to six hours per day, five days per week. The advent of full-time adult education instructional personnel strengthened the status of the program and upheld the idea that adult education was a specialized field of teaching skills requiring specialized training, materials, techniques, and facilities.

Development of Adult Education Learning Centers

The success of these daytime programs led to the development of three full-time adult education learning centers as special pilot programs during the 1969-70 school year--Northeast Louisiana Learning Center, Monroe; Rapides Parish Skill Center, Alexandria; and the East Baton Rouge Parish Adult Learning Center, Baton Rouge. Although the centers differed in their organizational structure and in the variety of services offered, each was established with the following basic objectives:

> . . . to offer adult learning opportunities and a wide variety of community services on a full-time basis;
> to establish a centralized facility within the local public school system for adults and designed to meet the educational, physical, and psychological needs of the undereducated adult through a consolidation of adult interest programs, services, and cooperative agencies;
> to develop a corps of full-time Adult Education professional personnel in instructional and supervisory positions;
> to promote the development of adult reading laboratories with individualized, programmed, instructional materials, methods, and techniques designed specifically for adult needs and interests; and to establish the Adult Education program as a specialized community of the local school system.[45]

Impact of Learning Centers

From 1969 through 1972, these three parishes served a total of 12,161 adults, who upgraded themselves an average of 1.52 grade level for every 90 hours of attendance, and produced 1,635 high school graduates and 2,525 completions of the eighth grade level.[46] As a result of the pilot center success, the East Baton Rouge Parish School Board authorized the use of Valley Park Elementary School as an adult education learning center beginning in the fall of 1970, which ultimately began the first local community school program in the state, the Valley Park Continuing Education Center. In addition, Lafayette Parish initiated the Lafayette Parish Vocational, Technical, and Adult Center on a full-time basis and Jefferson Parish began offering daytime adult education classes the next year. The development of additional full-time learning centers in other parish programs became a major objective for the state adult education program.

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[45] Robert W. Boyet, "Preliminary Proposal for the Development of Rapides Parish Skill Center," an unpublished paper (Alexandria, Louisiana: Rapides Parish School Board, 1968), pp. 2-3.

[46] Annual Evaluation Reports, Act 252 and Adult Basic Education Programs, 1969-1972, compiled (Baton Rouge: Louisiana State Department of Education, 1973), pp. 1-12.

Need for Training in Adult Education

Finally, the rapid expansion created by infusion of adult basic education funds necessitated a reliance on existing educational structures and public school trained educational personnel. Hundreds of elementary school teachers were recruited to work in programs, usually on a part-time, after school, and evening basis. There was an assumption that because ABE was concerned with basic skills, elementary school teachers were the most logical ones to do the job. Public schools, in the first instance, were used as a location for adult classes; and supervisory personnel were drawn from the ranks of school board staffs, assistant principals, principals, and coaches.

Public school-operated ABE began as an overwhelmingly part-time venture, a once or twice a week concern. Initially, of the nearly 1,000 employed teachers and coordinators in Louisiana, nearly 95 per cent had other full-time occupations.[47] It was not until the advent of daytime adult education programs, initiated through cooperative contracts with various other agencies, and the development of the full-time adult learning centers that full-time employment in an instructional capacity in adult education was available. But, in these cases, programs were rapidly initiated, and inadequately equipped staff required adult education training.

The necessity for using part-time personnel in public school ABE programs built in a number of constraints to effective program operation. Most important of these was the realization that ABE staff would have little time to devote to the preparation of lessons for class, and would come to adult classes from a day filled with elementary or secondary education activities. At the outset, one of the greatest problems confronting ABE programs was the fact that so many teachers had been trained to work with younger students and could not effectively make the transition from youth to adults.

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[47] Narrative Annual Program Report-Adult Basic Education, 1969-70, p. 19.

PROJECTIONS AND TRENDS IN ADULT EDUCATION

As pointed out previously, the need for expansion of adult high school programs has been a major concern for local adult educators in Louisiana. Through its state professional organization, the Louisiana Association of Public School Adult Educators (LAPSAE), adult educators sought unsuccessfully for three years to obtain increased state funds. Although the State Legislature passed additional appropriations for adult education in 1969, 1970, and 1971, the Governor vetoed each increase. However, in 1972, under the new state administration of Governor Edwin W. Edwards, the Legislature passed Act 113, which provided a million dollar supplemental appropriation for adult education programs.[48]

Impact of Act 113 Program

The Act 113 Adult Education Program produced a number of new trends for adult education in the state. First of all, it provided increased state allocations to local school systems for expansion of high school classes; it also allowed local programs to utilize these funds for all necessary expenditures of program operation, not just teachers' salaries, as was the case with the Act 252 funds.[49]

During 1972-73, the state adult education program enrollment increased from 8,458 in 1972 to over 16,000; the number of high school graduates increased from 4,631 in 1972 to 7,885; the number of high school adult education classes was increased from 293 in 1972 to 434; and students were able to receive an average of 293 hours of instruction as compared to 115.[50]

Support of Special Projects

Secondly, Act 113 provided for a maximum of 20 per cent of the funds to be utilized for special projects on the local level which included such areas as the development of more full-time adult education learning centers; initiation of special adult programs for the deaf, correctional institutions and local parish jails; promotion of more adult reading laboratory programs; recruitment of the illiterate adult through the programs for special segments of the target population, and to promote more studies and surveys seeking potential solution to major problems of local programs.

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[48] Acts of the State of Louisiana-Regular Session, 1972, Volume I (Baton Rouge: State of Louisiana, 1972), p. 382.

[49] Plan of Operation for the Adult Education Program, Act 113 of 1972 (Baton Rouge: Louisiana State Department of Education, 1972), p. 2.

[50] Meno, pp. 9-10.

Provisions for Incentive Funding

Thirdly, supplemental funds provided a minimum of 10 per cent of the total appropriation to be used for incentive purposes, providing additional monies to local programs which would allow local systems to initiate vast recruitment activities and increase the size of their local programs without having to fear closing their programs early due to a lack of funds. It would also enable local personnel to better plan and develop their programs at the beginning of the year and to expand adult education opportunities to more specialized segments of the target population.

Center-Based Adult Education Program

A number of other trends are currently being considered by adult education personnel throughout the state in an effort to increase the effectiveness and the reaching power of existing adult education opportunities. Many local programs are interested in the development of full-time adult education centers; but until substantial funds are provided, full-time centers would not be feasible for programs operating on limited budgets. In an effort to incorporate a center-based, instructional program and to help expedite the status of adult education from its existing part-time venture, the concept of a mini-center approach may be a new area for local implementation.

The Mini-Center Program

Basically, the mini-center concept is an attempt to consolidate existing adult education services into a more effective instructional program, by extending adult class meetings to four straight nights a week, in a centrally located facility especially designated for adult education purposes. This would allow a laboratory instructional approach to be established for the night school program, and offer adults the option of attending every night or any number of nights as they choose, instead of being scheduled for only two specific nights a week. The mini-center would also provide for greater adult enrollees with improved curriculum offerings and would be operated at a reduced cost, as one teacher can provide assistance to approximately 40 adult students in a laboratory program, utilizing paraprofessional help.[51]

Community-Based Adult Education Programs

Another major trend in the adult education program is in the development of more community-based adult education programs. Instead of complete reliance on the use of public school facilities for adult classes, local adult educators are initiating activities to take the program to the adult in their local community. Special pilot programs were initiated during 1972-73 in Acadia and DeSoto Parishes in low housing complexes.

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[51] Letter to Dr. Robert D. Wasson, Director of Valley Park Continuing Education Center, to James V. Soileau, State Director of Adult Education, January 24, 1973, in Louisiana State Department of Education, Adult Education Bureau, pp. 1-2.

Home-Based Adult Education Programs

Emphasis is also being placed on the utilization of indigenous community leaders on the local level to support local adult education programs in reaching and providing basic reading instruction to illiterates within their community. This concept is an extension of the success of the Operation Upgrade Program in East Baton Rouge Parish, which trains volunteers in the Laubach method of teaching reading and goes out into the community to work with illiterate adults on a tutorial basis in their homes. Projections included the training of local indigenous community leaders throughout the state during a summer workshop program in order that they might return to their local communities in the fall and initiate a volunteer literacy instruction program.

Efforts are also being made to initiate the use of professionally prepared adult education T.V. programs to reach the undereducated adult in their homes. An adult education T.V. program entitled, "Your Future is Now," produced by the Manpower Education Institute of New York, is currently being considered for utilization in Louisiana's new public education T.V. system. The series consists of 60 professionally prepared half-hour lessons in the five subject areas covered by the General Educational Development Tests (GED), specifically geared to adults with a minimum of 7th grade reading level. Adult educators have recognized the potential of the television program in the following areas: (1) to enable the adult education program to reach a significant number of undereducated adults in their homes who have not availed themselves of the opportunity of enrolling in regular adult programs, (2) to provide initial motivation and interest to adults to participate in the T.V. series and subsequently enroll in local adult education programs, (3) to promote public interest and support for the adult education effort in Louisiana, and (4) to enable a larger number of adults to receive their high school equivalency diploma through home study and viewing of the T.V. series without adding a greater financial burden on local adult programs to provide the additional educational opportunities.[52]

Another major trend that has recently developed is concerned with the role of adult education in providing instructional programs for the recent high school dropout. When the Adult Basic Education Program was moved from the OEO program with the passage of the Adult Education Act of 1966, the age limit for enrollment into the basic program was dropped from 18 to 16 years of age and above. As a result, in July, 1969, the age limit for entrance in the state high school program and for qualification to take the GED test, was lowered from 19 to 18, with married students being eligible to enroll at any age. The impact of the younger adult enrolling in adult programs, especially in the daytime center programs, was immediately evident. In 1965-66, the average age of the adult education enrollee was 42; but by 1972, the average age of the adult participant had declined to 31. The problem of the recent high school dropout is becoming one major concern for local adult programs throughout the state, especially in regard to the adult programs' relationship to secondary schools.[53]

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[52] Letter of James J. McFadden, President of Manpower Education Institute, to author, April 18, 1973, in Louisiana State Department of Education, Adult Education Bureau.

[53] Narrative Annual Program Report-Adult Basic Education, 1971-1972 (Baton Rouge: Louisiana State Department of Education, 1972), p. 30.

Trend in Teacher Training

In the area of teacher training, the projected trend is to initiate greater involvement of state colleges and universities to develop degree programs and specialized training opportunities in adult education. In 1971-72, the U.S. Office of Education approved the Region VI Adult Basic Education Staff Development Project, which was initiated by the state adult education directors of the five-state region and funded through the University of Texas, at Austin. The primary objective of the three-year project was to allow each state to provide for training activities within their state that would meet the needs of the state program and to involve more state college and university participation in providing the necessary programs with the ultimate objective of initiating degree programs, in the field of adult education.[54]

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[54] Robert W. Boyet, "Louisiana Adult Education Staff Development Project," a proposal submitted to the University of Texas at Austin for the Region VI Adult Education Staff Development Project, November, 1971.

SUMMARY AND CONCLUSIONS

In the period of approximately eight years, adult education programs throughout the nation have witnessed a slow but sure development into a prominent force of the total educational offerings of public school systems. Its impact on elementary and secondary programs has not been completely overlooked by public school personnel. The so-called emerging trends for public school education, such as individualized instructional programs, utilization of laboratory reading programs, open entry school concept, meeting individual needs, allowing students to progress at their own rate, promotion of attitudinal and conceptual learning for everyday living, student reading materials designed for individual interests and needs, flexible scheduling, teacher awareness of characteristics and needs of individual students and their effect on learning, and the concept of career oriented, instructional programs, have been accepted as basic initial concepts by adult education programs for a number of years.

As mentioned previously, the voluntary attendance aspects of adult education programs produce an inherent accountability factor for the program. The increasing enrollment and maintenance of classes is a measure of success in itself, as adults would not attend if the program was not offering educational opportunities to meet their needs. It should be pointed out that enrollment statistics, average hours of attendance, grade levels of achievement, number of elementary and high school graduates, etc., are all very tangible factors for evaluating the accomplishments of adult education. But, in doing so, the intangible benefits are often overlooked. The changes that may result in the individual participant in such areas as attitude toward continuing education, support for local public school education, motivation of the adults' children to stay in school, increased awareness of civic responsibility and involvement, in-family relations, increased awareness of good consumer education techniques, and the enrichment of one's own personal life by opening a new world of exploration through education, are difficult to evaluate but constitute a major area of accomplishment for adult programs.

As indicated previously, this is not to say that the adult education program is not confronted with a number of major problems and handicaps which must be attacked by the professional adult educator. It is his role, as in most educational programs, that will be the determining factor. The dedication of both full-time and part-time adult education personnel to the professional growth of adult education opportunities that will incorporate the basic philosophy of adult education will be of utmost importance. Adult educators will have to battle for legislative funding, for increased recognition of their status as a specialized field of endeavor, for acceptance as an integral part of the total educational community, for validity of their instructional program in meeting individual needs, and for growth of professional personnel on a full-time basis in adult education. As Schumacher states:

> The essence of general progress in the adult literacy level for Louisiana rests heavily on an increasing professional concern by the state's educational establishment for the welfare, dignity, and basic worth of every individual regardless of race, creed,

or national origin. Educators and civil leaders must exert special effort to establish policies that facilitate the optimal development of each individual and further enhance his opportunity to ultimately gain economic security and social respectability in the community.[55]

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[55] Schumacher, p. 167.

TRANSPARENCIES

Transparency 1

A WORKING DEFINITION OF ADULT EDUCATION IN LOUISIANA

AN ACADEMIC PROGRAM UTILIZING AN INDIVIDUALIZED INSTRUCTIONAL APPROACH, OFFERING ADULTS 18 YEARS OF AGE AND OVER WITH LESS THAN A HIGH SCHOOL EDUCATION, THE OPPORTUNITY TO UPGRADE THEIR EDUCATIONAL STATUS AND COMPLETE THEIR SECONDARY EDUCATION, AND ADULTS 16 YEARS OF AGE AND OVER THE OPPORTUNITY TO COMPLETE THEIR ELEMENTARY EDUCATION IN AN ORGANIZED PROGRAM FUNDED BY THE STATE OR FEDERAL LEGISLATURE AND ADMINISTERED BY THE LOUISIANA STATE DEPARTMENT OF EDUCATION THROUGH LOCAL PUBLIC SCHOOL SYSTEMS.

Transparency 2

BACKGROUND OF ADULT EDUCATION PROGRAMS IN LOUISIANA

AMERICANIZATION AND LITERACY COURSES - EVENING SCHOOLS OF LARGER CITIES - PRE 1920

LONG'S LITERACY PROGRAM - 1929 - 1933

EMERGENCY EDUCATION PROGRAM - 1933 - 1936 (EEP)

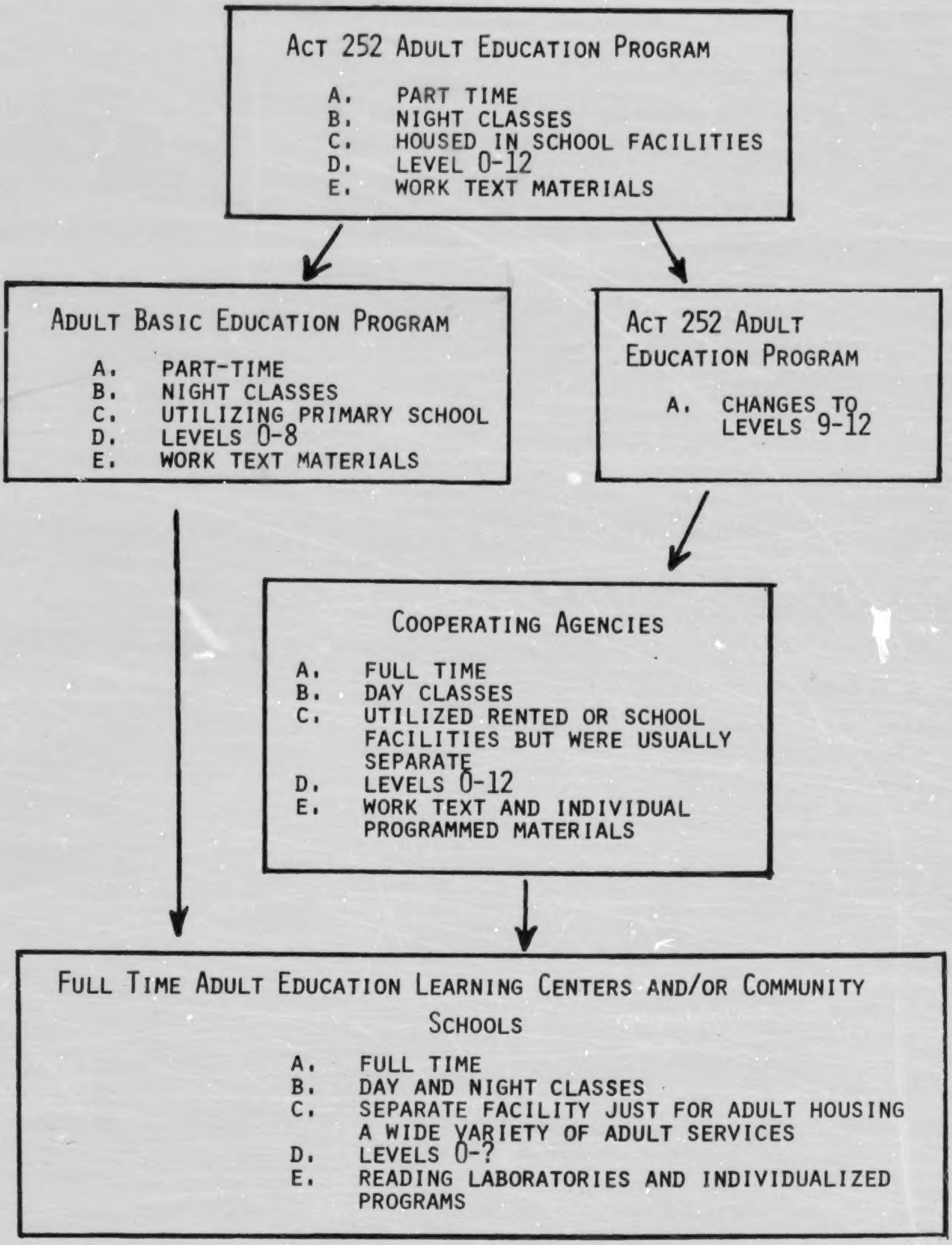
WORKS PROGRESS ADMINISTRATION (WPA) - 1936 - 1941

SERVICEMEN READJUSTMENT ACT OF 1945

VETERANS EDUCATION PROGRAM - 1949

Transparency 3

NATURE OF THE PROGRAM



ACT 252 ADULT EDUCATION PROGRAM

A. PART TIME
B. NIGHT CLASSES
C. HOUSED IN SCHOOL FACILITIES
D. LEVEL 0-12
E. WORK TEXT MATERIALS

ADULT BASIC EDUCATION PROGRAM

A. PART-TIME
B. NIGHT CLASSES
C. UTILIZING PRIMARY SCHOOL
D. LEVELS 0-8
E. WORK TEXT MATERIALS

ACT 252 ADULT EDUCATION PROGRAM

A. CHANGES TO LEVELS 9-12

COOPERATING AGENCIES

A. FULL TIME
B. DAY CLASSES
C. UTILIZED RENTED OR SCHOOL FACILITIES BUT WERE USUALLY SEPARATE
D. LEVELS 0-12
E. WORK TEXT AND INDIVIDUAL PROGRAMMED MATERIALS

FULL TIME ADULT EDUCATION LEARNING CENTERS AND/OR COMMUNITY SCHOOLS

A. FULL TIME
B. DAY AND NIGHT CLASSES
C. SEPARATE FACILITY JUST FOR ADULT HOUSING A WIDE VARIETY OF ADULT SERVICES
D. LEVELS 0-?
E. READING LABORATORIES AND INDIVIDUALIZED PROGRAMS

REQUIREMENTS FOR HS EQUIVALENCY DIPLOMA

1. LEGAL RESIDENT OF LOUISIANA
2. 18 YEARS OF AGE AND OLDER, UNLESS MARRIED.
3. ENROLL IN ADULT EDUCATION PROGRAM
4. ACHIEVE MINIMUM SCORE OF 13.0 TOTAL BATTERY - NO GRADE AREA LESS THAN 12.0 ON STANDARDIZED ACHIEVEMENT TEST.
5. CERTIFIED BY LOCAL SCHOOL SUPERINTENDENT TO DIRECTOR OF SECONDARY EDUCATION FOR RECOMMENDATION.
6. PASSAGE OF GENERAL EDUCATION DEVELOPMENT TEST (G.E.D.).
7. ISSUANCE OF HS EQUIVALENCY DIPLOMA THROUGH HS OF PREFERENCE

Transparency 5

ANNUAL PROGRAM STATISTICS
ACT 252 ADULT EDUCATION PROGRAM

YEAR	STATE EXPENDITURES	ENROLLMENT	AVGE. HRS ATTENDANCE	AVERAGE UPGRADING	NO. H. S. GRADUATES
1950-51	$ 25,000.00	63	NA	NA	22
1951-52	25,000.00	2,883	NA	NA	99
1952-53	100,000.00	6,593	NA	NA	334
1953-54	100,000.00	7,481	NA	NA	445
1954-55	250,000.00	12,124	NA	NA	559
1955-56	250,000.00	9,564	NA	NA	864
1956-57	250,000.00	6,347	NA	NA	1,007
1957-58	250,000.00	11,500	NA	NA	1,198
1958-59	250,000.00	9,020	NA	NA	1,233
1959-60	250,000.00	9,215	NA	NA	1,030
1960-61	250,000.00	10,371	NA	1.80	1,300
1961-62	350,000.00	13,436	NA	1.90	1,450
1962-63	250,000.00	10,966	NA	1.80	1,104
1963-64	250,000.00	10,190	NA	NA	1,558
1964-65	270,081.00	10,308	NA	1.85	1,574
1965-66	271,114.00*	7,556	NA	1.84	1,398
1966-67	270,000.00*	8,151	NA	1.99	2,642
1967-68	275,562.00*	9,473	95.16	1.99	3,033
1968-69	283,401.00*	11,080	NA	1.80	3,576
1969-70	254,487.00*	9,867	NA	1.40	3,937
1970-71	255,207.00*	9,328	NA	1.30	4,431
1971-72	263,636.00*	8,428	65.0	1.80	4,631
TOTAL	$4,993,488.00	193,944	160.16	19.47	37,425
AVERAGE	25.75	8,816	80.08	1.61	1,701

* Includes $50,000.00 of State Funds expended in the ABE Program for matching purposes.

NA--Not Available

Transparency 6

MAJOR AREAS OF CHANGE CAUSED BY THE ABE PROGRAM

1. Increased Participation by Local School Systems
2. Increased Number and Specialization of Local Adult Education Personnel
3. Placed Major Emphasis on Literacy Testing Instruction
    - A. Literacy Testing Program
    - B. Individualized Laboratory Reading Programs
    - C. Awareness of the Characteristics of the Undereducated Adult
4. Expanded Adult Program and Increased Demand for High School Programs
5. Problem of Retention
6. Cooperative Agency Programs
7. Development of Adult Learning Centers
8. Need for Adult Education Teacher Training

Transparency 7

ANNUAL PROGRAM STATISTICS
ABE ADULT EDUCATION PROGRAM

YEAR	FEDERAL EXPENDITURES	ENROLLMENT	AVGE. HRS. ATTENDANCE	AVERAGE UPGRADING	NO. COMPLET. 8TH GRADE	NO. H.S. GRADUATES	MATCHING STATE & LOCAL
1965-66	$1,902,856.56	14,795	63.3	2.33	10,934	NR	$ 213,009.26
1966-67	986,170.61	11,102	128.5	1.09	953	NR	127,792.15
1967-68	1,025,687.48	11,137	100.06	1.21	1,378	NR	158,489.58
1968-69	1,260,726.04	13,438	93.2	1.00	1,792	NR	278,505.01
1969-70	1,414,980.00	16,708	86.4	1.20	3,225	NR	160,000.00
1970-71	1,538,829.12	13,695	87.3	1.40	3,398	NR	189,820.87
1971-72	1,519,775.88	14,933	85	1.50	2,512	1,346	201,880.52
TOTAL	$9,649,025.69	95,808	643.76	973	24,192	1,346	$1,329,497.39
AVERAGE	100.71	13,687	91.97	1.39	3,456	192.29	

NR -- Not Reported

Transparency 8

PROJECTIONS AND TRENDS:

1). CENTER - BASED ADULT EDUCATION PROGRAM

2). COMMUNITY - BASED ADULT EDUCATION PROGRAM

3). HOME-BASED ADULT EDUCATION PROGRAM

4). INSTITUTIONAL - BASED ADULT EDUCATION PROGRAM

5). DROPOUT PROGRAMS

6). TEACHER - TRAINING

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AWARENESS OF THE UNDEREDUCATED ADULT AND IMPLICATIONS FOR THE TEACHER

Part A - Some Statistical Characteristics of the Undereducated Adult in Louisiana

Part B - Some Human Characteristics of the Undereducated Adult

Part C - Human Needs of the Adult Education Student

Part D - Problems of the Adult Education Students

Part E - Role of the Teacher and Counselor in the Adult Education Program (Film: Belton, Jerold F.)

Part F - Referral Services

Part G - Factors Revelant to Adult Learning

Part H - Characteristics of the Adult Education Teacher

BY

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The majority of information used in the Awareness Section of the training manual has been obtained from four primary sources of reference. Part A, "Statistical Characteristics of the Undereducated Adult in Louisiana," was compiled basically from PAR ANALYSIS, "Educational Attainment in Louisiana," No. 188, February, 1973, published by the Public Affairs Research Council in Louisiana. The information used in the remaining sections of the Awareness Section was primarily obtained from the following publications:

> Curriculum Guide for Adult Education Teachers, Bulletin # 1187 (Baton Rouge: Louisiana State Department of Education, 1970).
>
> Adult Basic Education Teacher Awareness Program For Guidance and Counseling (Baton Rouge: Louisiana State Department of Education, 1969).
>
> Adult Basic Education, Region VI, Guidance and Counseling Project (Austin, Texas: University of Texas, 1968).

As these constitute the major sources of information, acknowledgement of these references will be made here to eliminate excessive credits throughout the narrative. The references indicated were originally compiled and written by various committees composed of local adult education personnel throughout the state under the direction and editing of the Adult Education Staff of the State Department of Education. Other specific references will be noted in the body of this section.

Robert W. Boyet, Editor

AWARENESS OF THE UNDEREDUCATED ADULT AND IMPLICATIONS FOR THE TEACHER

OUTLINE

I. Behavioral Objectives

A. The participant will list three statistical facts that substantiate the need for expanded adult education programs.

B. The trainees will list at least four human characteristics that are factors in the teaching of adults and their implications for the local adult instructor.

C. The trainees will list and discuss the three categories of human needs according to Abraham H. Maslow.

D. The trainees will list a minimum of three domestic or other related problems of the undereducated adult and explain through discussion how each may affect classroom performance.

E. The trainees will view film.

F. The trainees will compose a list of available referral services for adult education students and write the steps required in teacher referral procedures.

G. The trainees will identify a minimum of eight factors relevant to adult learning and explain in writing at least one implication for teaching the adult learner.

II. Activities

A. All trainers will participate in group presentations by trainer utilizing transparencies and narrative script with group discussion.

B. The trainer will read the section on statistical characteristics, view the supportive materials and discuss in small groups the need for expansion of adult education programs.

C. The trainees will view the transparencies of human characteristics and select three for discussion.

D. The trainees will review his list of human characteristics, select one, and describe in writing its implications for the classroom.

E. The trainees will list one basic human need from each of Maslow's three categories and relate through discussions the impact on adult education.

F. The trainer will show 30 minute film: "Belton, Jerold F." and follow with discussion points listed in appendix.

G. The trainees will view film and discuss points listed in appendage.

H. The trainer will use transparencies and group discussion to formulate a list of domestic and other related problems and their relationship to classroom performance.

I. The trainees will compile, through sharing, a list of domestic and other related problems and discuss the implications for classroom performance.

J. Trainer will use transparencies, narrative and group discussion to develop understanding of referral procedures and services.

K. The trainee will list referral services and write the steps in teacher referral procedures.

L. The trainer utilizing transparencies and group discussion will identify factors relevant to adult learning and their implications for teaching adults.

M. The trainees will participate in group discussion to identify at least eight factors that influence adult learning and write at least one implication for the adult learner.

III. Narrative

A. Some Statistical Characteristics of the Undereducated Adult in Louisiana

1. Educational Statistics of White and Nonwhite Adults
2. Educational Statistics Within Louisiana
    a. Median School Years Completed
    b. No Schooling
    c. Functional Illiterates
    d. Definition of Functional Illiteracy
    e. Completed High School
    f. Dropouts
3. Income Related to Education
4. Conclusion
5. Tables
    a. (1) Louisiana's Rank Among 50 States in Education Attainment of Adults

- b. (2) Median School Years Completed by Adults, 1970
- c. (3) Trend in Educational Attainment of Adults--Louisiana
- d. (4) Median School Years Completed by Adults in Louisiana, by Parish, Race and Sex, 1970
- e. (5) Level of School Completed by All Adults, Louisiana, by Parish, 1970
- f. (6) Level of School Completed by White Adults, Louisiana, by Parish, 1970
- g. (7) Level of School Completed by Negro Adults, Louisiana, by Parish, 1970
- h. (8) Statistics Showing the Age of Illiterates and Functional Illiterates in Louisiana
- i. (9) Educational Statistics of Louisiana Adults, 1970
- j. (10) Relationship of Income to School Years Completed by Adults
- k. (11) Results, by Parishes, of the 1971-72 Annual Evaluation Reports in Adult Basic Education
- l. (12) Results, by Parishes, of the 1971-72 Annual Evaluation Reports in Act 252 Adult Education Program

6. Figures
    - a. (1) Per Cent of Adults With Less Than 5 Years Schooling, 1970
    - b. (2) Per Cent of White Adults With Less Than 5 Years Schooling, 1970
    - c. (3) Per Cent of Negro Adults With Less Than 5 Years Schooling, 1970
    - d. (4) Decreasing Illiteracy in Louisiana
    - e. (5) Approximately 32% Decrease in the Number of Illiterates and Functional Illiterates
    - f. (6) Per Cent of Adults With At Least Four Years of High School, 1970

B. Some Human Characteristics of the Undereducated Adult

1. General Characteristics of Adult Learners
2. Common Characteristics of the Adult Learner
3. Characteristics Peculiar to Lower Socio-Economic Groups
4. Unique Characteristics of the Undereducated Adult and Implications for the Teacher

   5. Positive Characteristics of the Undereducated Adults

C. Human Needs of the Adult Education Student

   1. Human Needs According to Maslow

      a. Biological and Safety Needs

      b. Emotional Needs

      c. Security and Dependency Needs

      d. Love and Affection

      e. Sexual Needs

      f. Social Needs

      g. Aggression

      h. Higher Order Needs

D. Problems of the Adult Education Student

   1. Domestic Problems

      a. Typical Domestic Problems

      b. Relationships Between Domestic Problems and Learning

   2. Other Problems of the Adult Education Student

   3. Negative Attitudes of the Community Toward Adult Education

   4. Reasons for the Lack of Participation on the Part of Adults in Community Affairs

   5. Teacher's Role in Getting Students Involved with Community Affairs

E. The Role of the Teacher and Counselor

   1. Introduction

   2. Film - Belton, Jerold F.

   3. Group Discussion Using Suggested Questions

F. Referral Services Available to the Adult Education Student

   1. Introduction to Referral Section

   2. Typical Referral Procedure

      a. Analyze the Student's Needs

b. Determine What is Available and Best Suits Student's Problem(s)
c. Discuss Problems With Student
d. Make Contact With Agency and Discuss Problems
e. Assist in Making Application
f. Follow-up

3. Areas for Referral Services

G. Factors Relevant to Adult Learning

1. When Learning Seems to Occur
2. Important Principles of Adult Learning
3. Five Factors Which Affect the Learning of Adults

a. Physiological Changes
b. Ability
c. Interests
d. Memory
e. Speed

4. False Assumptions
5. Principles Similar for Children and Adults
6. Characteristics By Which The Adult Student Can Be Recognized
7. Reasons Why Adults Attend School
8. Some Factors Which Are Different When Working With Adults

H. Characteristics of the Adult Education Teacher

1. General Characteristics
2. Implications for Teaching Adult Education

IV. Supportive Material

A. Transparencies

1. Part A

a. 1-Illiteracy Defined
b. 2-Decrease of Illiterates in Louisiana

   c. 3-32% Decrease in Number of Illiterates and Functional Illiterates
   d. 4-Age of Illiterates and Functional Illiterates in Louisiana
   e. 5-Summary
   f. 6-Statement of Position

2. Part B
   a. 7-The Undereducated Adult
   b. 8-Rodman's Economic Level Factors
   c. 9-Human Characteristics
   d. 10-Characteristics and Implications
   e. 11-Positive Characteristics of the Adult Learner
3. Part C
   a. 12-Needs of ABE Students
   b. 13-Biological and Survival Needs
   c. 14-Emotional Needs
   d. 15-Higher Order Needs
4. Part D
   a. 16-Domestic Problems
   b. 17-Areas of Difficulty
   c. 18-The Community-Its Views on the ABE Student
   d. 19-Reasons for Nonparticipation in Community Affairs
   e. 20-Channels for Participants in Community Affairs
5. Part F
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PART A. SOME STATISTICAL CHARACTERISTICS OF THE UNDEREDUCATED ADULT IN LOUISIANA

The key to successful adult education is understanding adults. The adult education teacher who accepts this premise is making the first step toward becoming a successful and effective adult education teacher.

National statistics reflect that there are more than 25 million people over 14 years of age who have not completed the eighth grade. Nearly all of them come from what might be called educational, social, cultural and economic poverty. They have been labeled as uneducated, undereducated and/or disadvantaged. Geographically, they are located in the many crowded city ghettos and rural slums, doing menial jobs that have not yet been taken over by automation.

In Louisiana, they are found in all sections. They are located in the red clay hills of the North, in the bayou lands of the South, in large cities and small towns, in villages and on farms.

Educational Status of White and Nonwhite Adults

A large proportion of Louisiana's adult population is nonwhite--primarily Negro. In 1970, the nonwhite adults constitute 26.4 per cent of the adult population 25 years of age and older.

The educational attainment of Negroes, for a variety of reasons, is usually less than that of whites, and in fact, in every category measuring educational achievement, the nonwhite population lags behind the whites in Louisiana. Despite this, Louisiana's low rankings among the 50 states is not due solely to its racial composition. Both the white and nonwhite adult populations are pulling Louisiana down in national rankings, and this has been true for the past three decades. (See Table 1.)

White and nonwhite adults have progressed significantly in their educational attainment since 1940, but other states have done as well or better than Louisiana. Hence, in measures of educational attainment, Louisiana has remained at the bottom of the states or hovered close to it.

There are numerous examples of Louisiana's inability to move up significantly in its rankings among states despite giant strides in raising the educational level of its white and nonwhite adults.

The median school years completed by adults in Louisiana has shown a healthy upward trend. Between 1960 and 1970, the median school years completed by all adults increased from 8.8 to 10.8 years, or a full 2-year improvement in schooling. The white adults advanced from 10.5 to 12.0 school years while the nonwhites grew still more, from 6.0 to 7.9 years of school. Louisiana's white adults approached the U.S. average for whites in 1970, whereas the nonwhite adults still lagged considerably behind. (See Table 2.)

When one examines median school years completed by race, a somewhat paradoxical situation is found. As previously noted, Louisiana moved up in its ranking for all adults. However, the median school years completed by white adults in Louisiana dropped in ranking from a tie for 36th place in 1960 to a tie for 37th in 1970, whereas the ranking of nonwhite adults remained unchanged at the 48th position. (See Table 3).

In 1940, 8.4 per cent of the white adults in Louisiana had no schooling, and this was shaved to only 2.7 per cent in 1970. However, Louisiana ranked 40th in 1940, 1950 and 1960 and rose but one rank, to 49th in 1970.

Almost two thirds (61 per cent) of the nonwhites in Louisiana had less than 5 years of schooling in 1940. This dropped to about one fourth (26.1 per cent) in 1970. Louisiana's rank was 47th in 1940, dropped to 49th in 1950 and 1960, and finally rose to 44th in 1970.

Only 3.2 per cent of Louisiana's nonwhite adults had completed high school in 1940. By 1970 this had increased by almost sevenfold, to 20.3 per cent, yet Louisiana ranked 48th in 1940 and 47th in 1970.

Only 5 per cent of Louisiana's white adults completed college in 1940; this more than doubled, to 10.8 per cent in 1970. Louisiana ranked 20th in 1940 in this regard, but dropped to a tie for 27th place in 1970.

EDUCATIONAL STATUS WITHIN LOUISIANA

The educational attainment of adults varied considerably among parishes within the state. Although Louisiana ranks low among states in various measures of educational attainment of adults, some parishes equal or exceed the U.S. average.

Median School Years Completed

The median school years completed by adults in Louisiana in 1970 showed a wide range among parishes. The spread from the low to the high parish was 5 school years--7.4 years in St. Martin and 12.4 years in East Baton Rouge. Only three parishes (Bossier, East Baton Rouge and Jefferson) equaled or exceeded the U.S. average of 12.1 school years for all adults. (See Table 4) The faculty at L.S.U. and Southern University, many with a doctoral degree, raised the median school years in East Baton Rouge Parish as did the large number of governmental and industrial employees.

Among the white adults, the variance in median school years completed was from 8.0 in Assumption Parish to 12.6 in East Baton Rouge Parish. Eleven parishes equaled or exceeded the U.S. average of 12.1 years for white--Bossier, Caddo, Calcasieu, East Baton Rouge, Jefferson, Lafayette, Lincoln, Orleans, Ouachita, Rapides and St. Tammany.

The median school years completed among Negroes ranged from 4.8 in Evangeline Parish to 10.9 in Vernon Parish. The presence of Ft. Polk in Vernon doubtless raised the educational level of that parish. Except for Vernon, no other parish came up to the U.S. average for nonwhite adults of 10.0 median school years. (See Table 4)

Female adults had a slightly higher median school years completed than males (10.8 compared to 10.7). The median school years completed for white females was slightly below that for white males (11.9 compared to 12.0), whereas Negro females exceeded Negro males considerably (8.3 compared to 7.4).

The median school years completed by males ranged from 6.9 years in St. Martin Parish to 12.4 years in East Baton Rouge Parish, the spread among females was 7.7 in Evangeline Parish to 12.3 in East Baton Rouge Parish. (See Table 4).

No Schooling

While the proportion of Louisiana's adult population with no schooling is rapidly diminishing, unfortunately there are still far too many parishes with a large segment of their adults who fall within this group. In 1970, the range was from 12.5 per cent in Vermilion Parish to 1.5 per cent in East Baton Rouge and LaSalle Parishes. Five parishes, all within the Acadiana region, still had 10 per cent or more of their adults with no formal schooling (Acadia, Evangeline, St. Landry, St. Martin and Vermilion). Only the two top parishes, East Baton Rouge and LaSalle, bettered the U.S. average of 1.6 per cent. (See Table 5)

Functional Illiterates

The percentage of Louisiana's adult population with less than 5 years of school was 13.1 per cent in 1970, but there were some parishes which had double or more that proportion. These included Assumption, East Carroll, Evangeline, St. Landry, St. Martin and Tensas. The range among parishes was from 6.4 per cent in Jefferson to 31.2 per cent in St. Martin. No parish approached the U.S. average of 5.5 per cent. The parishes with the highest percentage of adults who were functional illiterates tended to be in the Acadiana region of the state, while the northern part of the state tended to have the smallest proportion of adults who had less than 5 years of schooling. (See Table 5 and Figure 1.)

The proportion of white adults who were functional illiterates showed a wide range among parishes--2.4 per cent in East Baton Rouge and 25.0 per cent in Assumption. Six parishes bettered the U.S. average of 4.5 per cent for white adults (Bossier, Caddo, Claiborne, East Baton Rouge, Lincoln and Ouachita.) (See Table 6 and Figure 2). Again, as shown in Figure 3, the northern part of the state had the best record and the Acadiana region the worst.

The proportion of Negro adults with less than 5 years of school was alarmingly high in numerous parishes. In 35 parishes, 30 per cent or more of the Negro adults was functionally illiterate: most of these parishes were concentrated in the Acadiana region. (See Figure 2). In every parish, more than 10 per cent of the Negro adults were functional illiterates. The range among parishes was from 10.6 per cent in Vernon to 51.7 per cent in Evangeline. (See Table 7). Vernon was the only parish below the U.S. average of 14.3 per cent, and this can be attributed to the location of Ft. Polk in that parish.[1]

Definition of Functional Illiteracy

In order to understand this distinction between functional illiteracy and illiteracy, the following definition is cited: (View Transparency 1)

> As used here, illiteracy is defined as the inability to read and write a simple message either in English or in any other language.

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[1] "Educational Attainment in Louisiana," PAR Analysis, 188 (1973), pp. 12-15.

> Illiteracy, in this sense, should be clearly distinguished from "Functional illiteracy." Functional illiteracy has been commonly used to denote a person who has completed fewer than five years of school and has a lack of ability or skills needed to deal with the problem of employment, obtaining adequate shelter, food, clothing, and assuming citizenship responsibilities.[2]

In 1960, Louisiana ranked highest in the nation with the number of functional illiterates age 25 years and over, with 21.3 per cent as compared to the national (View transparency 2) average of 8.3. (See Figure 4). The impact of the emergence of ABE and the Literacy Testing Programs was reflected in the census of 1970 which showed a reduction of 8.2 per cent in Louisiana's number of functional illiterates. The 1970 census showed a decrease of 111,446 adults 25 years of age and over with less than five years of education in Louisiana, dropping Louisiana's percentage from 21.3 per cent in 1960 to 13.1 per cent in 1970. The 8.2 per cent reduction tied Louisiana with South Carolina as being the highest per cent of illiteracy reduction in the United States from 1960 to 1970--the national reduction was 3.0 per cent. However, (View transparency 3), even with this reduction, Louisiana still ranked at the top of the illiteracy statistics in the nation, with 237,349 adults 25 years of age and over with less than a fifth grade education (See Figure 5).[3] It should also be noted that the average age of the functional illiterate in Louisiana is 59.5 years old. (See Table 8). (View Transparency 4).

Completed High School

In the latter part of the 20th century, a high school education would appear to be a must. Yet again, Louisiana has a dismal picture in this respect.

Louisiana's total population, according to the 1970 census, is 3,643,180. Of this number, there are 1,088,734 Blacks and 13,025 other nonwhites which constitutes approximately 30.3 per cent of the population. Approximately one and a half per cent of the nonwhite population is Indian, Mexican-American, Puerto Rican or other.

Louisiana's total adult population, based on the number of adults 25 years of age and older, is 1,809,914, of which 1,046,497 have less than a high school education. This constitutes 57.8 per cent of the total adult population, 38.8 per cent of which are nonwhite and 64.2 per cent are white.

Of this number, the 1970 census reports, there are 469,899 (26.2%) nonwhite adults 25 years of age and older, 375,162 (79.8%) of which have less than a high school education.

In comparison, there are 1,335,486 (73.8%) white adults 25 years of age and older in Louisiana, 671,335 (50.2%) of which have less than a high school education. The parish with the highest percentage of all adults with at least a high school education was East Baton Rouge (59.1 per cent), and the parish with the smallest proportion was St. Martin where only about one-fifth of adults (22.5 per cent) had a high school education. The U.S. average was 52.3 per cent and only Bossier Parish, East Baton Rouge Parish and Jefferson Parish exceeded this. (See Table 5). The Acadiana region had the smallest concentration of adults with a high school education. (See Figure 6).

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[2] Marie Meno, Statistics of Louisiana's Adult Education Programs, Bulletin No. 1222 (Baton Rouge: Louisiana State Department of Education, 1973), p. 1.

[3] Ibid, pp. 2-3.

Among white adults, East Baton Rouge Parish had the highest percentage with a high school diploma (69.1 per cent) and Evangeline Parish the lowest (27.1 per cent). There were nine parishes that exceeded the U.S. average of 54.5 per cent for white adults with a high school education. (See Table 6).

The Negro adults again showed up poorly. In Cameron Parish only 1.9 per cent of Negro adults had a high school education, and the largest proportion, 48.5 per cent, was in Vernon Parish. No other parish approached Vernon in this respect, and again, the good showing of Vernon may be attributed to Ft. Polk. Vernon was also the only parish that exceeded the U.S. average of 33.8 per cent for Negro adults with a high school education. (See Table 7).

Dropouts

Another area of major concern that adult educators must be aware of in regard to the potential target population for adult education services is in reference to the high school dropout. As defined by the Department of Education, a dropout from the public school system is "a student who leaves school, for any reason except death, before graduation or completion of a school program of studies and without transferring to another school." (see "School Dropout in Louisiana," Bulletin No. 1204, 1960-71, State Department of Education).

The 1970-71 report from the State Department of Education's Division of School Attendance illustrated the extent of the dropout problem. There were 18,941 students reported by parish visiting teachers as school dropouts for the 1970-71 school year. Of this number, 50 per cent were white and 50 per cent were Black. Of the total number of white dropouts, 57 per cent were males and 43 per cent were females. There were 57 per cent males and 43 per cent females of the total black students who dropped out of school.

Dropouts occur at all age levels; however, the report shows that at age 16 the greatest number of dropouts occurred for both races during the 1970-71 school year. Between the ages of 15-19, there was a total of 16,638 dropouts in this category. For both races, the number one reason for dropping out of school was "dislike of school experiences."

The number of educables in our public schools as of January 1, 1971, was 741,906 (65.04%) white and 398,737 (34.96%) black, which made a total of 1,140,643 for that year's total enrollment.

The 1970 United States Census and the Attendance Section, State Department of Education also tell us that there are a total of 1,046,497 adults 25 years old and over in Louisiana with less than 12 years of schooling, and 135,765 adults 18-24 years old without a high school education in the state of Louisiana. Thus, the total number of adults 18 years old and over with less than 12 years of schooling was 1,183,221. (See Table 9).

INCOME RELATED TO EDUCATION

Education is not the sole criterion for income. Ability, opportunity, luck, and natural and human resources may all play a part in one's personal wealth. It can also be argued that the educational process itself weeds out those with little ability or motivation. Nevertheless, for the general population, there is a high correlation between education and income, particularly for white males.

There are many reasons why education is likely to produce higher income:

1. Education helps an individual to develop language, computative and conceptual skills.

2. Education enhances a person's ability to make decisions in planning, organization and production.

3. Education helps persons to acquire specific attitudes and behavior patterns useful in jobs, particularly where there is an organizational hierarchy.

4. Education assists one in adapting to a society characterized by rapid technological change. It has been argued that the more educated a manager or professional, the quicker he will introduce new techniques in production.

5. Specific occupational skills--professional and technical--can be derived from the educational process.

6. Job opportunities for persons with low skills decline as the educational attainment of the work force increases. Persons with low skills are shunted out as those with greater skills become more plentiful.

7. Jobs requiring little or no skills are fast disappearing.

Census data confirms the relationship of education to income. (See Table 10). For example, almost 20 per cent of all adults 18 and over in Louisiana with incomes below $3,000 a year had less than 5 years of schooling, whereas almost half of those with incomes of $25,000 a year and above had 4 years of college or more.

For male adults, a fourth of those with annual incomes below $3,000 had less than 5 years of school while over half of those with incomes of $25,000 and over were college graduates.

A 1972 report of a U.S. Senate committee pointed out how lack of an adequate education affects the nation's and a state's economy. The report found that failure to attain at least a high school education for males, aged 25 to 34 years in 1969, will cost the nation an estimated $237 billion for the lifetime of these men. Their loss in personal income will reduce governmental revenues by an estimated $71 billion--$47 billion of which would have been added to the federal treasury and $24 billion to state and local governmental revenues. In contrast, the cost of providing a high school education for this group would have been an estimated $40 billion. Welfare expenditures and the cost of crime attributable to an inadequate education approximates $3 billion a year and is rising. Health costs are not measurable.

Since people today are highly mobile, the neglect of a particular state or local government in providing its people with an adequate education is often shifted beyond the boundaries of that government and thus has pervasive effects for the entire country.

In reference to those undereducated adults who are currently enrolled or who have participated in local adult education programs, a previous look at the annual evaluation report for both the Adult Basic Education and the Act 252 Adult Education Programs for the 1971-72 year may supply some pertinent statistical information (See Tables 11 and 12). The total enrollment for the Adult Education Program in 1971-72 was 23,418 adults, 8,485 of which were enrolled in the Act 252 Program and 14,933 in Adult Basic Education. Of this number, there were 9,137 (40%) males and 14,281 (60%) females. The number of white enrollees was 12,200 (52%); the number of black enrollees was 11,132 (47%); and other ethnic groups constituted an enrollment of 86 (less than 1%).

It is also interesting to note that the average age of the Adult Basic Education enrollees was 36; while the age of the Act 252 student was 27. Participants in the Adult Basic Education Program scored on the average of 6.5 on their initial test and 8.0 on their final test resulting in a 1.5 grade elevation per every 85 hours of attendance. In comparison, the Act 252 enrollees scored an average of 10.2 on his initial test and 12.0 on the final test for an average grade elevation of 1.8 for every 65 hours of class attendance. Programs produced a total of 4,682 high school graduates and 3,683 completions of the eighth grade.

CONCLUSION

Louisiana must frankly face the fact that the educational status of its adult population is low when compared with that of other states--the lowest in some measures and among the lowest in others.

The low educational status of the Negroes is a factor in Louisiana's poor showing, but this is not the sole problem. Louisiana's white adults also rank low among the states. The problem is not just one of race or geographical region, but is also a statewide problem.

The replacement of the older persons with low educational attainment by young adults with more education has brought about a significant improvement within Louisiana, particularly in the proportion of adults with little or no schooling. However, Louisiana's prospects of improving its standing among states within the immediate future are not good. Other states are doing a better job of keeping their youth in school and educating them. As previously noted, Louisiana's high school dropout rate has been one of the worst in the country for the past 7 years, and its youth just out of high school got poorer scores on tests given draftees than youth of any other state but one.

For many years, Louisiana's expenditures for elementary and secondary education have been above the level for most states in the south, and close to the national average in some measurements. Despite this, Louisiana has shown no improvement in its position among states regarding the educational status of its people.

(View Transparency 5)

* Louisiana had the highest percentage of adults with no schooling in 1970 just as it did in 1960.

* Louisiana had the highest percentage of adults who were functional illiterates for the past three decennial censuses--1950, 1960 and 1970.

* Louisian failed to advance from its 41st position in the percentage of adults completing high school. It held the same rank in 1960 and 1970.

* It is only in the proportion of adults who completed college that Louisiana escaped ranking among the bottom states. However, in this respect Louisiana dropped in rank from 33rd in 1960 to 35th in 1970. Since college graduates constituted only 9 per cent of Louisiana's adults and older in 1970, Louisiana's better rating applies to only a small segment of its adults.

Louisiana is 10 or more years behind the average, not the best, state in most measures of educational attainment.

* The median school years achieved by Louisiana's adults in 1970 approximated the U.S. average 10 years before, in 1960.

* The proportion of adults in Louisiana with no schooling in 1970 was about the level for the United States 30 years ago in 1940.

* Louisiana's percentage of adults who were functional illiterates in 1970 was about the level for the country 3 decades ago in 1940.

* The percentage of Louisiana adults who at least completed high school in 1970 approximated the 1960 level for the U.S.

* It is only in the proportion of adults who completed college that Louisiana approached the U.S. average in 1970. (View Transparency 6).

If Louisiana makes educational advancements at the same pace as the rest of the country during the 1970's, it will continue to lag 10 or more years behind other states by 1980. Louisiana is so far behind that it cannot progress at an average rate--it must move faster.[4]

"Educational Attainment in Louisiana," pp. 33-34.

Table 1 Louisiana's Rank Among 50 States in Educational Attainment of Adults[a]

Educational Attainment	White				Nonwhite			
	1940	1950	1960	1970	1940	1950	1960	1970
Median School Years Completed	47th	42nd	36th[b]	37th[b]	46th	48th	48th[b]	48th
No Schooling	50th	50th	50th	49th	44th	47th	46th	46th
Less Than 5 Years School	49th	50th	50th	48th	47th	49th	49th	44th
At Least 4 Years of High School	29th	41st	38th	40th	48th	49th	47th	47th
At Least 4 Years of College	20th	23rd	22nd	27th[b]	41st	41st	40th[b]	39th[b]

[a] Persons 25 years old or older.

[b] Tied with another state or states.

SOURCE: U. S. Bureau of the Census, *1970 Census of Population, General Social and Economic Characteristics*, state reports (Washington, D. C.: U. S. Government Printing Office, 1972). Table 46.

Table 2. Median School Years Completed By Adults[a], 1970

State	Total	White	Nonwhite
Alabama	10.8 yrs.	11.6 yrs.	8.1 yrs.
Alaska	12.4	12.6	8.2
Arizona	12.3	12.3	8.7
Arkansas	10.5	11.1	8.0
California	12.4	12.4	12.1
Colorado	12.4	12.4	12.2
Connecticut	12.2	12.2	10.9
Delaware	12.1	12.2	10.0
Florida	12.1	12.2	8.3
Georgia	10.8	11.5	8.0
Hawaii	12.3	12.7(1st)	12.1
Idaho	12.3	12.3	11.5
Illinois	12.1	12.1	10.8
Indiana	12.1	12.1	10.6
Iowa	12.2	12.2	11.3
Kansas	12.3	12.3	11.0
Kentucky	9.9(50th)	10.0(50th)	9.3
Louisiana	10.8(41st[b])	12.0(37th[b])	7.9(48th)
Maine	12.1	12.1	12.0
Maryland	12.1	12.2	10.1
Massachusetts	12.2	12.3	11.8
Michigan	12.1	12.1	10.6
Minnesota	12.2	12.2	11.9
Mississippi	10.7	12.1	7.5(50th)
Missouri	11.8	12.0	10.1
Montana	12.3	12.3	10.0
Nebraska	12.2	12.3	11.3
Nevada	12.4	12.4	11.0
New Hampshire	12.2	12.2	12.4
New Jersey	12.1	12.1	10.6
New Mexico	12.2	12.2	8.8
New York	12.1	12.1	10.9
North Carolina	10.6	11.1	8.6
North Dakota	12.0	12.0	9.9
Ohio	12.1	12.1	10.6
Oklahoma	12.1	12.1	10.3
Oregon	12.3	12.3	11.8
Pennsylvania	12.0	12.0	10.4
Rhode Island	11.5	11.6	11.1
South Carolina	10.5	11.4	7.7
South Dakota	12.1	12.1	9.7
Tennessee	10.6	11.1	8.8
Texas	11.6	11.9	9.8
Utah	12.5(1st)	12.5	12.0
Vermont	12.2	12.2	12.6(1st)
Virginia	11.7	12.1	8.7
Washington	12.4	12.4	12.1
West Virginia	10.6	10.6	9.6
Wisconsin	12.1	12.1	10.5
Wyoming	12.4	12.4	11.1
U. S.	12.1	12.1	10.0

[a] Persons 25 years old or older.

[b] Tied with another state or states.

NOTE: Rankings for states are indicated only for Louisiana and the high and low state if it is not Louisiana.

SOURCE: U. S. Bureau of the Census, *1970 Census of Population, General Social and Economic Characteristics*, state reports (Washington, D. C.: U. S. Government Printing Office, 1972), Table 46.

Table 3 Trend in Educational Attainment of Adults[a] – Louisiana and United States

Educational Attainment	1940			1950			1960			1970		
	Total	White	Nonwhite	Total	White	Nonwhite	Total	White	Nonwhite	Total	White	Nonwhite
Median School Years:												
Louisiana	6.6 yrs.	8.1 yrs.	3.9 yrs.	7.6 yrs.	8.8 yrs.	4.6 yrs.	8.8 yrs.	10.5 yrs.	6.0 yrs.	10.8 yrs.	12.0 yrs.	7.9 yrs.
U. S.[c]	8.6[d]	8.7[d]	5.8[d]	9.3	9.7	6.9	10.6	10.9	8.2	12.1	12.1	10.0
High State	10.2	10.9	8.6	12.0	12.2[b]	9.8	12.2	12.4[b]	11.7	12.5	12.7	12.6
Low State	6.6	7.7	1.4	7.6[b]	8.5	4.0	8.7	8.7	5.9	9.9	10.0	7.5
Louisiana Rank	50th	47th	46th	49th[b]	42nd	48th	46th[b]	36th[b]	48th[b]	41st[b]	37th[b]	48th
No Schooling:												
Louisiana	12.8%	8.4%	21.3%	9.1%	5.9%	16.5%	6.6%	4.2%	12.7%	3.9%	2.7%	7.3%
U. S. Average[c]	3.8[d]	3.1[d]	10.9[d]	2.5	2.1	6.8	2.3	1.9	5.6	1.6	1.4	3.5
High State	0.6	0.5[b]	3.6	0.6	0.6	1.4	0.5	0.3	2.1	0.6[b]	0.4	0.7
Low State	18.5	8.4	48.3	10.6	5.9	29.6	6.6	4.2	27.0	3.9	3.0	19.2
Louisiana Rank	48th	50th	44th	41st	50th	47th	49th[b]	50th	46th	50th	49th	46th
Less Than 5 Years of School:												
Louisiana	35.6%	22.4%	61.0%	28.7%	18.3%	52.5%	21.3%	13.6%	41.0%	13.1%	8.5%	26.1%
U. S. Average[c]	13.8	10.9	42.0	10.8	8.9	32.6	8.4	6.7	23.5	5.5	4.5	14.3
High State	4.0	4.0	16.2	3.9	2.6	10.7	2.8	1.2	2.9	1.9	1.0	4.4
Low State	36.9	24.9	67.0	28.7	18.3	54.7	21.3	13.6	41.3	13.1	9.0	28.6
Louisiana Rank	49th	49th	47th	50th	50th	49th	50th	50th	49th	50th	48th	44th
Completed High School:												
Louisiana	17.5%	25.0%	3.2%	21.6%	28.8%	4.9%	32.3%	41.0%	10.4%	42.3%	50.0%	20.3%
U. S. Average[c]	24.4	26.1	7.7	33.4	36.4	13.6	41.1	43.2	21.7	52.3	54.5	33.8
High State	36.9	44.1	22.9	48.9	54.7	34.5	55.8	63.2	47.3	67.3	75.3	63.4
Low State	14.9	16.1	2.6	18.6	22.7	4.1	[illegible]	28.3	7.6	37.8	39.1	15.1
Louisiana Rank	45th	29th	48th	44th	41st	49th	41st[b]	38th	47th	41st	40th	47th
Completed College:												
Louisiana	3.5%	5.0%	0.6%	4.7%	6.2%	1.2%	6.7%	8.4%	2.5%	9.1%	10.8%	4.2%
U. S. Average[c]	4.6	5.0	1.3	6.0	6.6	2.2	7.7	8.1	3.5	10.7	11.3	5.6
High State	6.7	13.8	2.9	8.1[b]	14.8	7.0	10.7	16.3	11.1	14.9	21.5	35.1
Low State	2.2	2.8	0.3[b]	3.1	3.6	0.5	4.8	5.1	1.2	6.7	6.8	3.1
Louisiana Rank	41st	20th	41st	42nd	23rd	41st	33rd[b]	22nd	40th[b]	35th[b]	27th[b]	39th[b]

[a] Includes persons 25 years old and older.

[b] Tied with another state or states.

[c] Includes Alaska and Hawaii for 1940 and 1950 even though they did not become states until 1959.

[d] Computed by PAR to include Alaska and Hawaii. Data for Alaska is for 1939.

SOURCE: U. S. Bureau of the Census, *1970 Census of Population* (and prior censuses), *General Social and Economic Characteristics*, state reports and United States Summary (Washington, D. C.: U. S. Government Printing Office).

Table 4 Median School Years Completed By Adults[a] In Louisiana, By Parish, Race and Sex, 1970

		All Adults				White Adults		Negro Adults	
		Race		Sex					
Parish	Total	White	Negro	Male	Female	Male	Female	Male	Female
Acadia	8.3	8.8	6.0	8.1	8.4	8.6	8.9	5.5	6.5
Allen	9.1	10.1	6.6	8.6	9.5	9.2	11.0	5.9	7.2
Ascension	10.3	11.2	7.6	10.1	10.5	11.2	11.2	7.2	8.0
Assumption	7.6	8.0	6.8	7.2	7.9	7.7	8.2	6.2	7.3
Avoyelles	8.6	9.2	6.9	8.3	8.9	8.9	9.4	6.3	7.4
Beauregard	11.2	11.7	8.6	11.1	11.2	11.8	11.6	8.0	9.2
Bienville	9.4	10.7	7.2	8.9	9.9	10.4	10.9	6.4	7.9
Bossier	12.2	12.4	7.1	12.2	12.1	12.4	12.3	6.5	7.6
Caddo	12.0	12.4	8.2	12.0	11.9	12.5	12.3	7.7	8.7
Calcasieu	11.8	12.2	7.6	11.9	11.6	12.2	12.1	7.1	8.0
Caldwell	9.6	10.1	7.2	8.7	10.4	9.3	10.9	6.4	7.9
Cameron	9.5	9.8	5.6	9.3	9.6	9.7	9.9	4.6	6.6
Catahoula	9.3	10.4	6.0	8.8	9.8	9.8	10.9	5.6	6.3
Claiborne	9.2	10.9	6.4	8.6	9.8	10.7	11.1	5.6	7.1
Concordia	9.9	11.6	6.2	9.6	10.2	11.3	11.8	5.5	6.8
DeSoto	8.9	11.7	6.2	8.4	9.3	11.3	12.0	5.4	6.9
East Baton Rouge	12.4	12.6	9.0	12.4	12.3	12.7	12.5	8.5	9.4
East Carroll	8.1	10.1	5.8	7.9	8.3	10.3	9.9	5.2	6.4
East Feliciana	8.4	10.4	6.4	7.7	9.0	9.4	11.3	5.8	7.0
Evangeline	7.6	8.2	4.8	7.5	7.7	8.2	8.2	4.0	5.5
Franklin	8.9	10.3	5.6	8.4	9.3	9.8	10.8	4.8	6.4
Grant	9.6	10.3	7.4	9.0	10.1	9.6	10.9	7.3	7.4
Iberia	9.3	10.4	6.7	9.1	9.5	10.3	10.4	6.1	7.3
Iberville	8.7	10.0	7.0	8.5	8.9	9.7	10.2	6.5	7.5
Jackson	10.0	10.6	7.8	9.7	10.2	10.4	10.7	7.2	8.5
Jefferson	12.1	12.2	8.5	12.1	12.0	12.3	12.1	8.1	8.8
Jefferson Davis	9.1	9.9	6.0	8.8	9.4	9.5	10.3	5.3	6.6
Lafayette	11.7	12.3	6.2	11.9	11.5	12.3	12.2	5.7	6.6
Lafourche	8.5	8.7	7.4	8.4	8.6	8.6	8.7	6.9	7.9
La Salle	10.2	10.4	7.3	9.6	10.7	9.8	11.0	8.1	6.5
Lincoln	12.0	12.5	8.9	12.0	12.0	12.5	12.5	8.5	9.3
Livingston	10.5	11.0	6.2	10.1	10.9	10.6	11.3	6.0	6.3
Madison	8.5	11.4	5.8	8.2	8.8	11.1	11.7	5.3	6.3
Morehouse	9.4	11.1	6.4	9.0	9.8	11.0	11.2	5.6	7.2
Natchitoches	9.4	11.3	6.2	9.2	9.5	11.2	11.3	5.8	6.5
Orleans	10.8	12.1	9.1	10.8	10.8	12.2	12.0	8.8	9.4
Ouachita	11.7	12.3	7.6	11.7	11.7	12.3	12.2	7.1	8.1
Plaquemines	9.8	10.8	6.6	9.6	10.0	10.5	11.0	6.5	6.6
Pointe Coupee	8.2	10.0	6.2	8.0	8.4	9.9	10.1	5.8	6.5
Rapides	11.1	12.1	7.5	11.0	11.2	12.1	12.1	7.0	8.0
Red River	9.1	10.8	6.4	8.7	9.5	10.8	10.7	5.9	6.9
Richland	8.9	10.9	6.0	8.6	9.2	10.0	11.7	5.3	6.7
Sabine	9.4	9.7	7.4	8.4	10.3	8.7	10.7	6.1	8.6
St. Bernard	11.0	11.2	7.4	10.9	11.0	11.2	11.2	7.0	7.8
St. Charles	11.5	11.9	8.1	11.2	10.7	12.1	11.7	8.2	8.0
St. Helena	9.2	10.8	7.0	8.6	9.7	10.6	11.0	5.9	8.0
St. James	9.7	11.7	7.4	9.9	9.4	12.1	11.2	7.2	7.6
St. John the Baptist	9.9	12.0	7.3	9.8	10.0	12.2	11.8	6.8	7.7
St. Landry	7.9	9.1	5.4	7.6	8.1	8.9	9.2	4.6	6.2
St. Martin	7.4	8.3	5.3	6.9	7.9	7.9	8.7	4.4	6.1
St. Mary	9.9	11.1	7.0	9.8	10.0	11.1	11.1	6.7	7.3
St. Tammany	11.9	12.2	8.0	11.8	11.9	12.2	12.2	7.7	8.3
Tangipahoa	9.6	10.7	7.2	9.3	9.9	10.5	10.9	6.6	7.7
Tensas	7.9	11.3	5.7	7.7	8.1	11.0	11.6	5.1	6.2
Terrebonne	9.5	10.2	7.4	9.2	9.8	9.8	10.6	7.1	7.6
Union	9.6	10.4	7.1	9.0	10.1	9.9	10.8	6.6	7.6
Vermilion	8.3	8.5	6.8	8.2	8.4	8.4	8.6	6.6	7.0
Vernon	11.7	11.8	10.9	12.1	11.3	12.1	11.4	12.1	9.7
Washington	10.4	11.5	7.5	10.2	10.5	11.4	11.6	7.0	8.0
Webster	10.6	11.7	7.3	10.4	10.7	11.7	11.6	6.6	7.9
West Baton Rouge	10.1	11.7	7.1	10.1	10.1	11.9	11.5	6.6	7.5
West Carroll	9.2	9.8	6.4	8.6	9.8	8.9	10.7	5.6	7.1
West Feliciana	8.9	10.3	7.7	9.3	8.5	10.5	10.1	8.7	6.6
Winn	9.6	10.2	7.5	9.0	10.1	9.8	10.6	6.7	8.2
State	10.8	12.0	7.9	10.7	10.8	12.0	11.9	7.4	8.3

[a] Persons 25 years old and older.

SOURCE: U. S. Bureau of the Census, *1970 Census of Population, General Social and Economic Characteristics, U. S. Summary* (Tables 156 and 157) and *Louisiana* (Tables 120 and 125) (Washington, D. C.: U. S. Government Printing Office, 1972).

Table 5 Level of School Completed By All Adults[a], Louisiana, By Parish, 1970

Parish	% With No Schooling	% With Less Than 5 Years Schooling	% With At Least 4 Years of High School	% With At Least 4 Years of College
Acadia	11.6%	25.6%	28.9%	4.8%
Allen	4.8	18.0	29.0	3.5
Ascension	3.4	14.3	37.8	4.3
Assumption	9.1	28.2	22.6	3.6
Avoyelles	6.8	20.4	26.4	4.1
Beauregard	1.9	8.3	44.2	7.3
Bienville	2.8	15.2	27.6	5.0
Bossier	1.9	8.2	55.5	7.7
Caddo	2.3	9.7	49.7	11.3
Calcasieu	3.4	11.8	48.3	9.1
Caldwell	3.8	13.6	32.7	4.4
Cameron	4.8	14.8	32.4	3.8
Catahoula	4.0	16.3	30.4	5.6
Claiborne	3.1	17.1	26.0	7.0
Concordia	3.4	16.5	34.8	5.3
DeSoto	5.1	21.2	31.9	6.4
East Baton Rouge	1.5(1st)	7.0	59.1(1st)	16.6
East Carroll	6.7	26.3	26.0	5.5
East Feliciana	6.3	21.8	28.2	4.4
Evangeline	11.7	29.0	24.0	3.3
Franklin	5.8	19.9	30.5	6.8
Grant	3.3	14.0	34.2	4.6
Iberia	8.3	21.7	33.8	5.8
Iberville	6.8	22.7	27.2	3.9
Jackson	2.5	12.6	32.8	5.8
Jefferson	1.7	6.4(1st)	52.6	11.0
Jefferson Davis	8.2	21.2	35.4	5.9
Lafayette	7.7	17.4	48.4	13.6
Lafourche	8.0	22.3	31.3	5.7
La Salle	1.5(1st)	11.0	36.2	4.5
Lincoln	1.7	9.3	50.6	18.7(1st)
Livingston	2.4	11.6	39.4	4.8
Madison	6.6	25.5	26.2	7.2
Morehouse	4.4	17.6	31.5	5.7
Natchitoches	4.6	19.6	35.6	10.4
Orleans	2.0	9.1	42.2	10.8
Ouachita	2.4	9.8	47.7	10.6
Plaquemines	4.7	14.6	35.7	4.7
Pointe Coupee	8.1	25.4	25.7	3.9
Rapides	4.7	13.1	44.7	9.0
Red River	3.9	19.1	26.8	4.1
Richland	5.5	19.8	29.9	6.8
Sabine	4.0	15.6	36.5	5.0
St. Bernard	1.6	6.6	42.5	3.7
St. Charles	3.0	11.8	43.2	5.9
St. Helena	3.2	17.5	28.7	5.2
St. James	5.2	15.6	36.2	5.6
St. John the Baptist	5.0	17.2	38.4	3.9
St. Landry	11.7	29.8	27.0	5.3
St. Martin	12.3	31.2(64th)	22.5(64th)	3.6
St. Mary	6.1	17.6	37.3	5.8
St. Tammany	1.8	8.3	49.3	11.2
Tangipahoa	5.0	16.1	34.2	7.8
Tensas	5.4	27.0	25.9	5.8
Terrebonne	6.4	19.0	35.6	5.7
Union	2.9	13.6	30.4	5.1
Vermilion	12.5(64th)	25.2	27.5	4.3
Vernon	1.9	6.7	48.5	8.4
Washington	2.4	11.0	38.2	6.4
Webster	3.1	11.4	38.5	5.7
West Baton Rouge	5.2	17.6	36.4	6.3
West Carroll	2.2	14.6	27.6	4.5
West Feliciana	4.0	16.3	24.6	2.9(64th)
Winn	3.2	13.1	29.6	4.8
State	3.9	13.1	42.3	9.1

[a] Persons 25 years old or older.

NOTE: Rankings are indicated only for the high and low parishes.

SOURCE: U. S. Bureau of the Census, *1970 Census of Population, General Social and Economic Characteristics, Louisiana*, PC(1)-C20 (Washington, D. C.: U. S. Government Printing Office, 1972), Table 120.

Table 6 Level of School Completed By White Adults[a], Louisiana, By Parish, 1970

Parish	% With No Schooling	% With Less Than 5 Years Schooling	% With At Least 4 Years of High School	% With At Least 4 Years of College
Acadia	10.0%	22.5%	32.3%	5.2%
Allen	3.4	13.7	33.6	3.9
Ascension	1.5	10.1	43.7	4.6
Assumption	8.3	25.0(64th)	28.2	3.9
Avoyelles	6.3	17.1	30.3	4.4
Beauregard	1.4	6.7	48.0	7.6
Bienville	1.3	7.2	36.2	6.5
Bossier	0.8	3.2	63.2	8.5
Caddo	0.8	3.1	62.3	14.3
Calcasieu	2.4	8.4	55.2	10.4
Caldwell	2.8	10.0	36.7	4.3
Cameron	5.0	13.2	34.4	4.0
Catahoula	1.4	9.5	37.3	6.8
Claiborne	0.9	4.4	37.5	9.8
Concordia	1.2	5.7	46.0	6.4
DeSoto	1.2	6.7	49.0	9.0
East Baton Rouge	0.6(1st)	2.4(1st)	69.1(1st)	19.2
East Carroll	1.9	10.7	42.1	7.3
East Feliciana	3.5	10.5	41.7	6.2
Evangeline	9.1	23.6	27.0(64th)	3.4(64th)
Franklin	3.1	11.3	38.9	8.4
Grant	2.5	11.5	38.9	4.9
Iberia	6.6	16.8	39.3	6.6
Iberville	5.2	15.6	35.1	4.8
Jackson	1.6	8.5	36.4	6.1
Jefferson	1.4	5.0	56.1	11.9
Jefferson Davis	6.1	17.1	39.9	6.5
Lafayette	4.6	11.6	56.1	15.9
Lafourche	7.9	21.8	32.8	5.9
La Salle	1.1	8.7	38.4	4.9
Lincoln	0.6(1st)	2.8	61.9	22.1(1st)
Livingston	1.8	9.2	42.1	5.0
Madison	1.6	6.7	45.6	12.2
Morehouse	1.7	7.4	42.7	6.8
Natchitoches	2.2	9.4	46.8	14.0
Orleans	1.3	5.6	52.3	14.8
Ouachita	0.9	4.2	57.1	12.8
Plaquemines	3.0	10.3	41.2	5.6
Pointe Coupee	4.4	14.2	35.3	4.9
Rapides	3.4	8.4	53.3	11.0
Red River	2.5	9.2	36.0	5.6
Richland	1.8	9.7	39.0	8.2
Sabine	3.3	13.5	38.9	5.4
St. Bernard	1.3	5.8	43.8	3.9
St. Charles	1.8	8.0	49.9	6.8
St. Helena	2.6	6.9	38.3	5.6
St. James	1.6	6.0	48.9	5.9
St. John the Baptist	1.5	8.4	52.6	4.5
St. Landry	8.2	21.0	34.4	6.0
St. Martin	10.1	24.1	28.1	4.1
St. Mary	5.6	13.4	44.5	6.8
St. Tammany	1.1	5.1	54.8	12.7
Tangipahoa	4.4	11.4	41.2	9.3
Tensas	1.6	12.0	44.9	11.3
Terrebonne	6.1	17.0	38.3	6.1
Union	1.4	8.0	34.6	5.1
Vermilion	12.1(64th)	24.0	29.3	4.6
Vernon	1.9	6.3	48.5	8.7
Washington	1.1	6.3	46.6	7.4
Webster	1.2	4.7	46.9	7.6
West Baton Rouge	2.1	7.6	47.6	7.7
West Carroll	1.7	11.3	30.6	5.1
West Feliciana	1.5	6.3	40.5	6.5
Winn	1.2	7.6	33.8	5.6
State	2.7	8.6	49.9	10.8

[a] Persons 25 years old or older.

NOTE: Rankings are indicated only for the high and low parishes.

SOURCE: U. S. Bureau of the Census, *1970 Census of Population, General Social and Economic Characteristics, Louisiana*, PC(1)-C20 (Washington, D. C.: U. S. Government Printing Office, 1972), Tables 120 and 126.

Table 7 Level of School Completed By Negro Adults[a], Louisiana, By Parish 1970

Parish	% With No Schooling	% With Less Than 5 Years Schooling	% With At Least 4 Years of High School	% With At Least 4 Years of College
Acadia	19.9%	41.4%	12.4%	2.9%
Allen	9.9	34.1	11.9	2.2
Ascension	9.1	27.6	19.3	3.4
Assumption	10.8	34.8	11.1	3.2
Avovelles	8.9	32.2	12.5	3.0
Beauregard	4.3	17.3	23.8	6.0
Bienville	5.2	27.5	14.5	2.7
Bossier	7.0	31.3	19.7	4.1
Caddo	5.7	24.3	21.9	4.8
Calcasieu	7.6	26.3	18.9	3.3
Caldwell	7.8	28.7	15.8	4.8
Cameron	1.9	39.3	1.9(64th)	0.0(64th)
Catahoula	11.4	35.9	10.5	2.3
Claiborne	6.1	34.0	10.8	3.4
Concordia	7.7	37.3	13.4	3.4
DeSoto	9.5	37.6	12.5	3.5
East Baton Rouge	4.2	20.2	30.5	9.1
East Carroll	10.7	39.6	12.2	4.0
East Feliciana	9.7	35.3	12.0	2.3
Evangeline	23.0(64th)	51.7(64th)	11.3	3.1
Franklin	12.6	42.0	8.9	2.5
Grant	6.5	24.6	14.1	3.5
Iberia	13.3	36.0	17.3	3.3
Iberville	9.0	32.5	16.2	2.8
Jackson	4.9	23.8	23.0	4.9
Jefferson	4.0	18.4	20.6	2.9
Jefferson Davis	18.1	40.7	13.8	2.9
Lafayette	20.5	41.8	16.1	3.8
Lafourche	9.1	27.2	17.4	3.5
La Salle	5.8	34.2	13.6	1.0
Lincoln	3.7	21.2	29.9	12.5(1st)
Livingston	8.7	37.4	11.1	2.8
Madison	10.7	41.0	10.3	3.1
Morehouse	9.4	36.3	10.7	3.5
Natchitoches	9.2	38.7	14.4	3.7
Orleans	3.1	14.8	25.7	4.3
Ouachita	7.2	27.6	18.5	3.8
Plaquemines	11.4	31.9	12.9	1.0
Pointe Coupee	13.0	40.2	12.9	2.5
Rapides	8.7	27.2	19.3	3.1
Red River	6.5	37.4	9.8	1.3
Richland	12.8	40.2	11.7	4.0
Sabine	7.6	26.7	24.0	3.1
St. Bernard	7.4	24.9	13.2	0.4
St. Charles	6.9	24.5	21.1	3.0
St. Helena	3.9	29.4	17.9	4.8
St. James	10.1	28.8	19.0	5.2
St. John the Baptist	9.9	29.5	18.7	3.0
St. Landry	18.1	46.0	13.4	3.9
St. Martin	17.7	48.4	9.1	2.4
St. Mary	7.7	30.5	15.4	2.6
St. Tammany	5.8	25.5	18.5	3.5
Tangipahoa	6.8	28.9	15.1	3.6
Tensas	8.7	40.3	9.1	0.9
Terrebonne	7.9	31.6	18.2	3.4
Union	6.9	28.7	19.1	5.3
Vermilion	15.5	35.6	13.3	2.6
Vernon	2.6(1st)	10.6(1st)	48.5(1st)	4.2
Washington	5.8	23.7	15.4	3.5
Webster	8.2	29.4	16.2	4.3
West Baton Rouge	10.1	33.0	19.0	4.1
West Carroll	5.6	34.5	9.2	0.4
West Feliciana	5.7	22.8	14.3	0.6
Winn	9.0	29.0	17.3	2.4
State	7.2	26.1	20.2	4.2

[a] Persons 25 years old or older.

NOTE: Rankings are indicated only for the high and low parishes.

SOURCE: U. S. Bureau of the Census, *1970 Census of Population, General Social and Economic Characteristics, Louisiana*, PC(1)-C20 (Washington, D. C.: U. S. Government Printing Office, 1972), Table 125.

TABLE 8

STATISTICS SHOWING THE AGE OF ILLITERATES AND FUNCTIONAL ILLITERATES IN LOUISIANA
ADULTS 25 YEARS AND OVER
1970 CENSUS

Age Range	No Schooling Male	No Schooling Female	Total M & F	Total %	Grades 1-4 Male	Grades 1-4 Female	Total (M&F) Grades 1-4	Total Percentage
25-29	1,441	1,390	2,831	4.02	2,077	1,317	3,394	2.03
30-34	1,061	980	2,041	2.90	2,990	1,877	4,867	2.91
35-39	1,391	1,135	2,526	3,59	4,727	3,157	7,884	4.72
40-44	1,696	1,563	3,259	4,63	6,591	4,485	11,076	6.63
45-49	2,343	1,939	4,282	6.08	8,317	6,027	14,344	8.58
50-54	2,962	2,374	5,336	7.58	10,072	7,470	17,542	10.50
55-59	3,644	3,424	7,068	10.04	11,195	9,046	20,241	12.12
60-64	4,289	4,112	8,401	11.94	12,165	10,389	22,554	13.50
65-69	5,098	5,494	10,592	15.05	11,704	11,412	23,116	13.84
70-74	4,312	4,443	8,755	12.44	8,452	9,241	17,693	10.59
75 & over	6,783	8,479	15,262	21.69	10,869	13,416	24,285	14.54
TOTAL	35,020	35,333	70,353	99.96	89,159	77,837	166,996	99.96

Total Number Illiterates and Functional Illiterates	237,349
Average age	59.5 yrs.

Table 9

Compiled by C. C. Couvillion-1971

EDUCATIONAL STATISTICS OF LOUISIANA ADULTS
1970

Sources:
1970 U. S. Census and Louisiana State Department of Education Attendance Bureau

Parish	No. Adults with Less than 12 school Years Completed		Total No. Adults 18 Yrs. Old & Over with less than 12 Yrs. Schooling
	25 Yrs. Old and Over	18-24 Yrs. Old 1962-70 Dropouts	
Acadia	18,598	1,783	20,381
Allen	7,548	401	7,949
Ascension	10,695	1,195	11,890
Assumption	6,924	813	7,737
Avoyelles	14,472	1,369	15,841
Beauregard	6,546	415	6,961
Bienville	6,364	195	6,559
Bossier	13,479	1,527	15,006
Caddo	61,574	8,604	70,178
Calcasieu	36,933	6,720	43,653
Caldwell	3,439	1,284	4,723
Cameron	2,775	267	3,042
Catahoula	4,214	615	4,829
Claiborne	7,185	415	7,600
Concordia	6,991	1,656	8,647
DeSoto	8,390	826	9,216
East Baton Rouge	55,618	9,146	64,764
East Carroll	4,348	839	5,187
East Feliciana	7,066	637	7,703
Evangeline	12,299	923	13,222
Franklin	8,440	1,032	9,472
Grant	5,020	669	5,689
Iberia	18,114	2,328	20,442
Iberville	10,737	752	11,489
Jackson	6,034	661	6,695
Jefferson	79,356	9,785	89,141
Jefferson Davis	9,487	1,284	10,771
Lafayette	25,950	3,064	29,014
Lafourche	21,438	3,370	24,808
LaSalle	4,793	629	5,422
Lincoln	7,210	606	7,816
Livingston	10,697	493	11,190
Madison	5,367	575	5,942
Morehouse	11,232	1,439	12,671
Natchitoches	10,877	1,267	12,144
Orleans	184,145	25,145	209,290
Ouachita	30,056	4,994	35,050
Plaquemines	7,402	788	8,190
Pointe Coupee	7,866	845	8,711
Rapides	33,373	2,692	36,065
Red River	3,565	419	3,984
Richland	7,754	683	8,437
Sabine	6,419	451	6,870
St. Bernard	14,364	1,646	16,010
St. Charles	7,548	1,108	8,656
St. Helena	3,218	685	3,903
St. James	5,408	761	6,169
St. John	6,627	762	7,389
St. Landry	28,063	3,446	31,509
St. Martin	11,503	1,497	13,000
St. Mary	17,332	3,023	20,355
St. Tammany	16,175	2,042	18,217
Tangipahoa	20,503	2,654	23,157
Tensas	3,588	243	3,831
Terrebonne	21,642	4,291	25,933
Union	7,053	502	7,555
Vermilion	16,252	1,414	17,666
Vernon	8,254	2,310	10,564
Washington	13,598	822	14,420
Webster	13,640	2,024	15,664
West Baton Rouge	4,883	783	5,666
West Carroll	5,081	931	6,012
West Feliciana	4,648	661	5,309
Winn	6,381	559	6,940
Totals	1,046,551	+ 135,765	= 1,182,316

Table 10 Relationship of Income to School Years Completed By Adults[a], Louisiana

Income Level	Number in Income Bracket[a]	Percent Distribution by Educational Attainment[b]				
		Elementary 0-4 Years	Elementary 5-8 Years	High School 1-4 Years	College 1-3 Years	College 4 or More Years
All Persons 18 Years and Over:						
Less Than $3,000	781,550	19.7%	27.5%	39.1%	9.7%	4.0%
$3,000-$5,999	403,535	8.0	22.4	51.5	10.8	7.3
$6,000-$9,999	324,004	3.9	17.1	51.5	12.6	14.9
$10,000-$14,999	141,028	2.1	12.1	47.8	15.0	23.0
$15,000-$24,999	45,786	1.5	7.4	34.1	16.3	40.6
$25,000 and Over	19,819	1.9	6.8	25.9	15.7	49.7
Males, 18 Years and Over:						
Less Than $3,000	306,829	24.9%	27.0%	33.2%	10.7%	4.1%
$3,000-$5,999	237,851	11.9	29.9	45.0	8.3	4.9
$6,000-$9,999	261,115	4.6	20.1	53.7	11.9	9.7
$10,000-$14,999	131,205	2.2	12.4	48.8	14.9	21.7
$15,000-$24,999	42,861	1.5	7.4	34.2	16.2	40.7
$25,000 and Over	18,198	1.6	6.5	24.7	15.4	51.8
Females, 18 Years and Over:						
Less Than $3,000	474,721	16.3%	27.9%	42.9%	9.1%	3.9%
$3,000-$5,999	165,684	2.4	11.8	60.8	14.4	10.6
$6,000-$9,999	62,889	1.0	4.8	42.0	15.4	36.9
$10,000-$14,999	9,823	1.2	7.5	35.3	16.4	39.6
$15,000-$24,999	2,925	2.4	7.8	33.3	18.2	38.3
$25,000 and Over	1,621	4.3	10.5	39.1	18.9	27.1
Whites, 18 Years and Over:						
Less Than $3,000	478,886	13.8%	24.7%	42.7%	13.1%	5.7%
$3,000-$5,999	291,694	5.7	19.7	53.9	12.6	8.1
$6,000-$9,999	278,341	3.2	16.2	53.3	13.5	13.9
$10,000-$14,999	134,985	1.9	11.8	48.5	15.3	22.5
$15,000-$24,999	44,628	1.4	7.3	34.1	16.6	40.6
$25,000 and Over	19,265	1.5	6.4	25.5	16.0	50.7
Negroes, 18 Years and Over:						
Less Than $3,000	300,611	29.1%	32.1%	33.4%	4.3%	1.1%
$3,000-$5,999	110,807	14.1	29.6	45.2	6.1	4.9
$6,000-$9,999	45,007	8.1	23.0	40.4	7.3	21.2
$10,000-$14,999	5,837	7.3	19.2	32.8	9.3	31.5
$15,000-$24,999	1,098	8.0	13.8	34.8	6.5	37.0
$25,000 and Over	539	15.8	22.1	38.2	7.4	16.5

[a] Includes persons 18 years and over and only those with income. Income data is as of 1969, and educational attainment is for 1970.

[b] May not add to 100 percent due to rounding.

SOURCE: U. S. Bureau of the Census, *1970 Census of Population, Detailed Characteristics, Louisiana,* (Washington, D. C.: U. S. Government Printing Office, 1971), Table 197.

TABLE 11

Results, By Parishes, of the 1971-72 Annual Evaluation Reports

in

Adult Basic Education

Parish	Enrollment						Averages				Termination		
	Age	Sex		Race									
		Male	Female	White	Black	Other	Initial Test	Final Test	Grades Elevated	Class Hours	Dropouts	Received GED	No. Comp. 8th Grade
1 Acadia	36	259	420	401	278	0	5.8	6.9	1.1	86	155	63	13
2 Allen	29	64	83	99	48	0	7.7	10.3	2.6	92	77	22	26
3 Ascension	29	18	24	34	8	0	7.7	9.5	1.8	63	16	3	- 0 -
4 Assumption	27	14	17	25	6	0	8.1	8.7	.6	63	11	- 0 -	2
5 Avoyelles	30	14	40	14	40	0	7.9	10.0	2.1	63	27	13	5
6 Beauregard	42	78	92	57	113	0	5.1	6.3	1.2	160	19	9	15
7 Bienville	49	58	133	29	162	0	6.2	8.0	1.8	95	37	35	93
8 Bossier	48	109	180	64	222	3	5.3	6.4	1.1	115	48	31	110
9 Caddo	35	153	262	182	230	3	6.8	8.1	1.3	73	235	36	73
10 Calcasieu	32	90	116	127	78	1	5.6	7.9	2.3	130	96	19	27
11 Caldwell	27	36	50	76	10	0	6.8	10.4	3.6	61	44	20	9
12 Cameron	36	4	3	3	4	0	2.9	3.7	.8	17	5	- 0 -	- 0 -
13 Catahoula	45	15	32	13	34	0	5.0	6.9	1.9	39	11	1	1
14 Claiborne	--	--	--	--	--	--	--	--	--	--	--	--	--
15 Concordia	56	49	62	1	110	0	5.5	6.3	.8	152	4	- 0 -	15
16 DeSoto	56	90	193	0	283	0	5.2	6.1	.9	81	59	8	27
17 E. Baton Rouge	40	450	574	377	608	39	6.2	7.0	.8	64	568	14	91
18 E. Carroll	28	4	22	6	20	0	6.5	8.5	2.0	58	11	- 0 -	- 0 -
19 E. Feliciana	36	69	64	61	72	0	6.8	8.5	1.7	75	38	10	25
20 Evangeline	29	112	149	93	168	0	6.0	7.0	1.0	64	99	17	29
21 Franklin	39	5	41	2	44	0	5.9	7.0	1.1	101	13	- 0 -	22
22 Grant	42	58	30	37	51	0	5.3	6.0	.7	77	28	12	1
23 Iberia	31	153	106	127	132	0	8.0	9.3	1.3	96	11	14	9
24 Iberville	33	63	107	56	114	0	7.4	9.4	2.0	94	31	15	37
25 Jackson	41	63	126	62	127	0	6.9	9.0	2.1	55	63	24	10

	Parish	Enrollment						Averages				Termination		
		Age	Sex		Race									
			Male	Female	White	Black	Other	Initial Test	Final Test	Grades Elevated	Class Hours	Dropouts	Received GED	No. Comp. 8th Grade
26	Jefferson	25	1046	1099	1519	626	0	7.2	9.2	2.0	81	900	372	709
27	Jefferson Davis	38	72	160	89	143	0	5.6	7.7	2.1	103	67	22	11
28	Lafayette	32	113	161	116	158	0	5.5	6.6	1.1	75	152	3	14
29	Lafourche	27	140	161	266	33	2	6.8	8.7	1.9	8	111	35	73
30	LaSalle	47	22	36	43	15	0	8.0	11.6	3.6	46	35	3	- 0 -
31	Lincoln	50	28	69	0	97	0	5.9	6.3	.4	148	12	1	12
32	Livingston	27	47	41	47	41	0	7.4	8.1	.7	59	35	1	5
33	Madison	27	3	14	0	17	0	7.8	9.1	1.3	98	3	- 0 -	- 0 -
34	Morehouse	33	40	156	85	111	0	7.2	8.8	1.6	91	97	11	13
35	Natchitoches	44	82	200	69	213	0	6.0	7.3	1.3	124	108	11	186
36	Orleans	35	394	568	217	742	3	5.7	6.9	1.2	99	307	42	72
37	Ouachita	39	463	646	568	541	0	5.6	6.6	1.0	104	345	37	- 0 -
38	Plaquemines		6	9	10	5	0	8.1	8.5	.4	56	-0-	4	4
39	Pointe Coupee	33	39	68	18	89	0	7.0	9.1	2.1	82	46	16	25
40	Rapides	21	297	416	291	413	9	6.8	8.4	1.6	95	309	60	319
41	Red River	--	--	--	--	--	--	--	--	--	--	--	--	--
42	Richland	30	22	49	47	24	0	8.1	12.0	3.9	82	34	11	- 0 -
43	Sabine	44	40	58	44	54	0	7.2	8.6	1.4	90	- 0 -	- 0 -	98
44	St. Bernard	24	109	105	188	26	0	7.4	11.9	4.5	79	117	50	2
45	St. Charles	32	20	47	43	24	0	7.2	9.1	1.9	51	40	2	- 0 -
46	St. Helena	56	21	37	0	58	0	6.4	6.9	.5	94	- 0 -	1	3
47	St. James	42	36	47	10	73	0	6.9	8.4	1.5	84	20	11	13
48	St. John	35	20	27	11	36	0	6.4	7.7	1.3	138	4	1	1
49	St. Landry	37	239	370	187	422	0	6.0	7.8	1.8	100	155	94	55
50	St. Martin	30	81	120	113	88	0	6.9	9.0	2.1	74	55	34	14

	Parish	Enrollment						Averages				Termination		
		Age	Sex		Race									
			Male	Female	White	Black	Other	Initial Test	Final Test	Grades Elevated	Class Hours	Dropouts	Received GED	No. Comp. 8th Grade
51	St. Mary	27	61	113	28	146	0	7.0	8.6	1.6	65	94	1	- 0 -
52	St. Tammany	25	156	253	312	95	2	8.0	9.4	1.4	47	88	57	- 0 -
53	Tangipahoa	39	82	187	101	168	0	6.0	7.0	1.0	100	83	3	7
54	Tensas	36	14	78	15	77	0	7.1	9.7	2.6	73	23	16	31
55	Terrebonne	26	147	220	285	65	17	7.9	10.4	2.5	98	141	65	121
56	Union	--	--	--	--	--	--	--	--	--	--	--	--	--
57	Vermilion	38	70	133	79	123	1	6.5	7.7	1.2	101	47	7	45
58	Vernon	31	9	12	14	7	0	5.9	7.4	1.5	79	8	- 0 -	- 0 -
59	Washington	42	17	32	0	49	0	6.3	7.2	.9	97	6	- 0 -	- 0 -
60	Webster	52	24	69	0	93	0	5.6	6.2	.6	178	5	- 0 -	16
61	W. Baton Rouge	25	17	20	13	24	0	7.3	9.8	2.5	51	4	7	2
62	W. Carroll	39	11	26	0	37	0	5.1	6.6	1.5	95	8	2	10
63	W. Feliciana	43	22	23	6	39	0	4.9	5.8	.9	93	20	- 0 -	- 0 -
64	Winn	51	10	25	0	35	0	4.4	4.9	.5	87	3	- 0 -	- 0 -
66	City of Monroe	35	3	28	0	31	0	4.8	5.3	.5	123	2	- 0 -	- 0 -
67	City of Bogalusa	31	26	47	22	51	0	6.7	7.6	.9	46	43	- 0 -	11
	Totals	2244	6077	8856	6802	8051	80	4071	5051	979	5368	5233	1346	2512
	Averages	36						6.5	8.0	1.5	85	----	----	----

TABLE 12

Results, By Parishes, of the 1971-72 Annual Evaluation Reports

in

Act 252 Adult Education Program

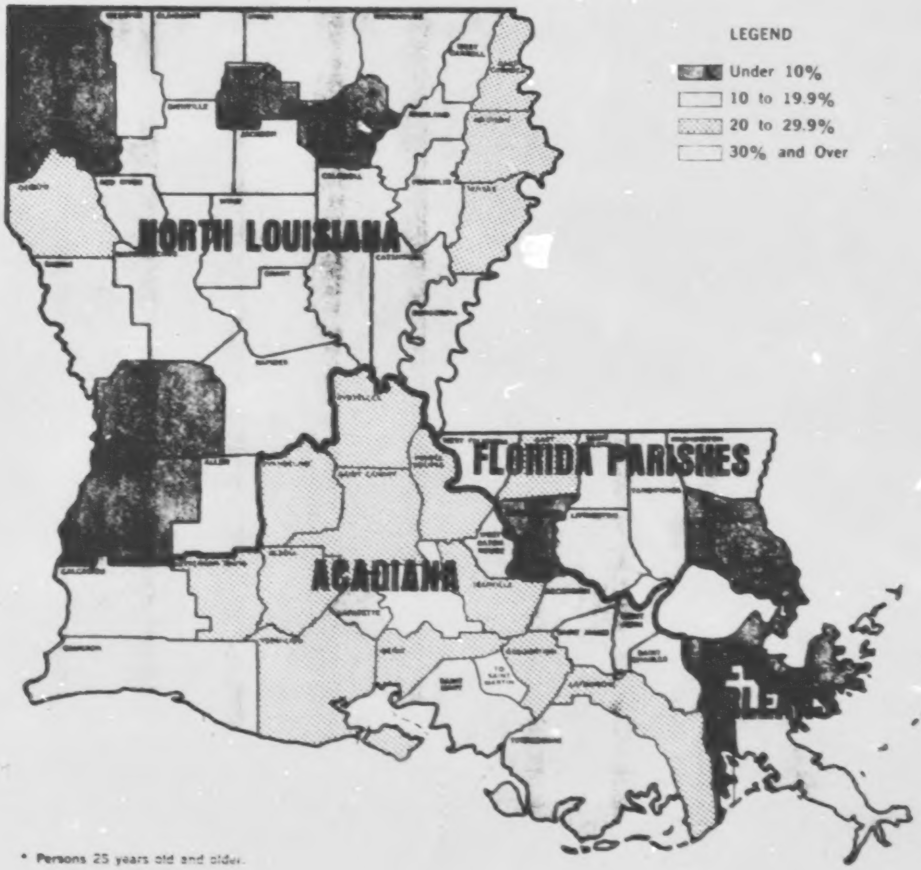
Parish	Enrollment						Averages				Termination		
	Age	Sex		Race									
		Male	Female	White	Black	Other	Initial Test	Final Test	Grades Elevated	Class Hours	Dropouts	Passed GED	No. Comp. 8th Grade
1. Acadia	24	33	53	44	42	0	10.5	11.5	1.0	83	16	23	1
2. Allen	25	8	30	29	9	0	11.2	13.5	2.3	77	21	13	4
3. Ascension	25	26	45	38	33	0	10.8	12.5	1.7	242	32	12	1
4. Assumption	29	25	59	0	84	0	11.0	12.7	1.7	55	17	35	12
5. Avoyelles	29	23	55	60	18	0	10.7	12.6	1.9	59	13	15	2
6. Beauregard	26	28	49	56	21	0	10.6	11.8	1.2	59	39	39	- 0 -
7. Bienville	45	10	30	13	27	0	9.4	10.5	1.1	34	29	6	19
8. Bossier	25	84	179	199	64	0	9.4	11.4	2.0	52	87	83	219
9. Caddo	25	194	241	320	115	0	10.4	11.9	1.5	51	180	187	61
10. Calcasieu	24	152	224	339	37	0	10.2	12.0	1.8	44	17	239	17
11. Caldwell	28	5	13	0	18	0	8.4	13.5	5.1	70	- 0 -	12	16
12. Cameron	26	15	16	0	31	0	9.3	11.9	2.6	38	11	10	- 0 -
13. Catahoula	26	3	38	32	9	0	8.9	9.8	.9	26	21	10	4
14. Claiborne	27	3	15	11	7	0	10.6	11.8	1.2	64	6	16	- 0 -
15. Concordia	27	9	34	21	22	0	11.2	12.6	1.4	80	11	15	- 0 -
16. DeSoto	38	7	25	0	32	0	4.9	6.2	1.3	68	5	3	- 0 -
17. East Baton Rouge	26	185	250	290	145	0	9.6	11.1	1.5	40	188	320	55
18. East Carroll	27	8	12	16	4	0	9.7	12.8	3.1	71	7	10	- 0 -
19. East Feliciana	25	28	26	40	14	0	9.9	11.7	1.8	47	27	9	- 0 -
20. Evangeline	23	23	56	56	23	0	10.9	12.2	1.3	51	19	16	9
21. Franklin	26	19	40	59	0	0	10.7	12.4	1.7	47	4	41	4
22. Grant	*	*	*	*	*	*	*	*	*	*	*	*	*
23. Iberia	24	139	157	139	157	0	10.3	11.8	1.5	196	115	63	28

Parish	Enrollment						Averages				Termination		
	Age	Sex		Race									
		Male	Female	White	Black	Other	Initial Test	Final Test	Grades Elevated	Class Hours	Dropouts	Passed GED	No. Comp. 8th Grade
24. Iberville	29	9	70	3	76	0	10.6	12.6	2.0	47	1	52	29
25. Jackson	28	6	19	25	0	0	11.3	12.8	1.5	48	3	23	- 0 -
26. Jefferson	24	248	276	437	87	0	10.3	11.8	1.5	67	177	182	207
27. Jefferson Davis	27	17	33	30	20	0	10.9	13.0	2.1	72	7	18	- 0 -
28. Lafayette	24	76	130	158	48	0	10.2	12.0	1.8	67	144	87	7
29. Lafourche	24	61	127	170	18	0	10.6	12.7	2.1	63	71	65	56
30. LaSalle	21	9	16	25	0	0	10.4	12.2	1.8	56	9	12	- 0 -
31. Lincoln	45	17	38	31	24	0	10.7	11.5	.8	42	11	13	- 0 -
32. Livingston	21	19	37	25	31	0	9.4	10.4	1.0	31	19	10	- 0 -
33. Madison	23	9	38	26	21	0	9.4	11.7	2.3	63	8	11	7
34. Morehouse	24	14	81	58	37	0	10.4	12.7	2.3	62	42	33	6
35. Natchitoches	30	12	76	43	45	0	10.6	11.9	1.3	57	6	24	49
36. Orleans	26	750	1096	887	959	0	10.1	12.0	1.9	56	798	718	80
37. Ouachita	27	58	98	95	61	0	9.3	10.5	1.2	82	19	143	- 0 -
38. Plaquemines	23	25	33	51	7	0	10.2	14.8	4.6	58	12	12	- 0 -
39. Pointe Coupee	23	28	18	0	46	0	10.2	12.1	1.9	73	10	12	19
40. Rapides	23	72	112	165	19	0	11.4	13.2	1.8	92	70	93	59
41. Red River	*	*	*	*	*	*	*	*	*	*	*	*	*
42. Richland	25	17	40	47	10	0	11.0	13.5	2.5	88	21	26	- 0 -
43. Sabine	25	13	52	50	15	0	10.2	12.7	2.5	38	- 0 -	26	65
44. St. Bernard	23	48	60	108	0	0	10.8	13.5	2.7	50	51	49	- 0 -
45. St. Charles	58	5	32	30	7	0	10.5	12.4	1.9	73	12	12	1
46. St. Helena	37	3	13	0	16	0	10.6	11.6	1.0	58	- 0 -	1	- 0 -
47. St. James	29	14	30	29	15	0	10.2	13.0	2.8	75	3	20	- 0 -
48. St. John	28	10	18	15	13	0	5.4	6.2	.8	135	2	10	- 0 -
49. St. Landry	26	42	124	97	69	0	10.3	12.0	1.7	59	60	32	35
50. St. Martin	24	26	66	62	30	0	10.5	13.0	2.5	87	10	33	16

Parish	Enrollment						Averages				Termination		
	Age	Sex		Race									
		Male	Female	White	Black	Other	Initial Test	Final Test	Grades Elevated	Class Hours	Dropouts	Passed GED	No. Comp. 8th Grade
51. St. Mary	25	93	243	165	171	0	10.3	12.0	1.7	53	161	46	- 0 -
52. St. Tammany	25	39	107	123	23	0	8.4	9.6	1.2	40	10	18	2
53. Tangipahoa	33	43	118	116	45	0	11.3	12.5	1.2	51	37	53	12
54. Tensas	31	6	28	11	23	0	10.2	11.5	1.3	48	2	19	8
55. Terrebonne	23	42	72	80	28	6	11.2	12.9	1.7	82	24	77	30
56. Union	33	16	26	27	15	0	10.4	12.1	1.7	46	9	15	- 0 -
57. Vermilion	25	46	80	83	43	0	10.7	12.1	1.4	68	24	36	7
58. Vernon	24	14	53	60	7	0	10.8	12.4	1.6	42	25	46	23
59. Washington	38	7	32	0	39	0	11.0	12.0	1.0	93	9	7	- 0 -
60. Webster	25	32	111	93	50	0	9.5	11.1	1.6	56	45	47	- 0 -
61. West Baton Rouge	19	20	19	23	16	0	11.0	12.0	1.0	46	28	7	1
62. West Carroll	24	10	28	38	0	0	10.1	11.4	1.3	75	16	6	- 0 -
63. West Feliciana	30	5	19	19	5	0	9.7	13.3	3.6	59	8	23	- 0 -
64. Winn	23	16	16	32	0	0	10.7	12.0	1.3	37	14	14	- 0 -
66. City of Monroe	*	*	*	*	*	*	*	*	*	*	*	*	*
67. City of Bogalusa	24	36	93	99	30	0	11.9	13.8	1.9	32	62	28	- 0 -
Totals	1719	3060	5425	5398	3081	6	6413	7547	1134	4081	2905	3336	1171
Averages	27						10.2	12.0	1.8	65		Includes WIN & MDTA	

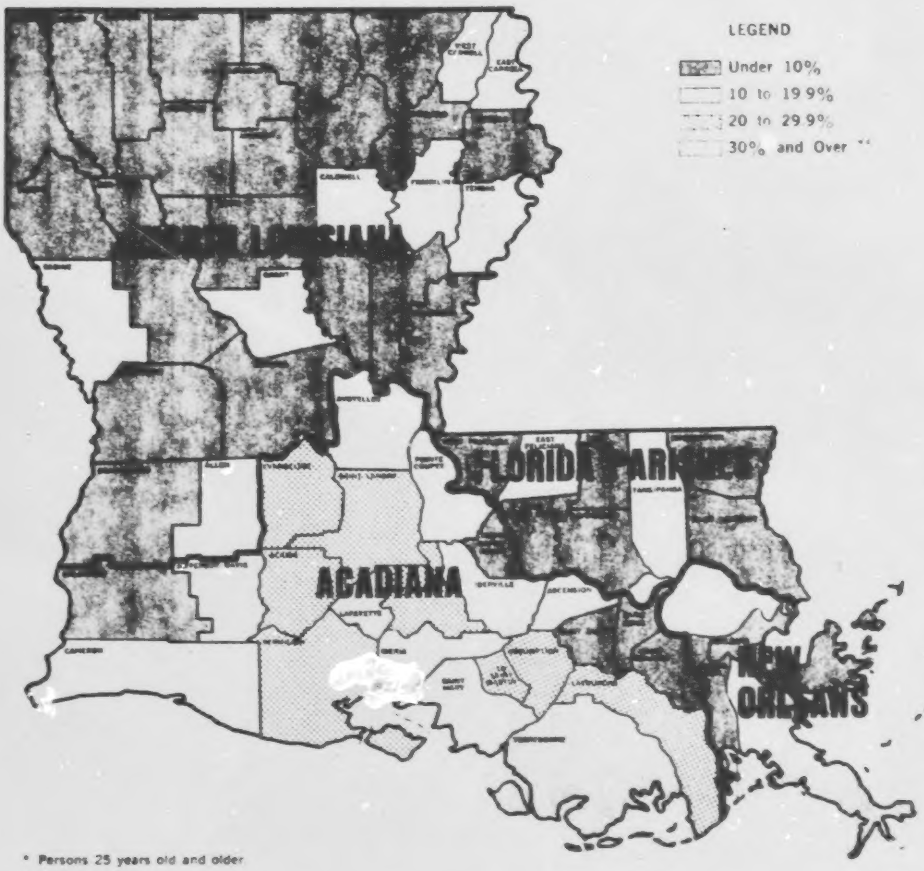
* Did not submit report

Figure 1. Percent of Adults* With Less Than 5 Years Schooling, 1970


LEGEND
▨ Under 10%
☐ 10 to 19.9%
▨ 20 to 29.9%
☐ 30% and Over
NORTH LOUISIANA
FLORIDA PARISHES
ACADIANA

* Persons 25 years old and older.

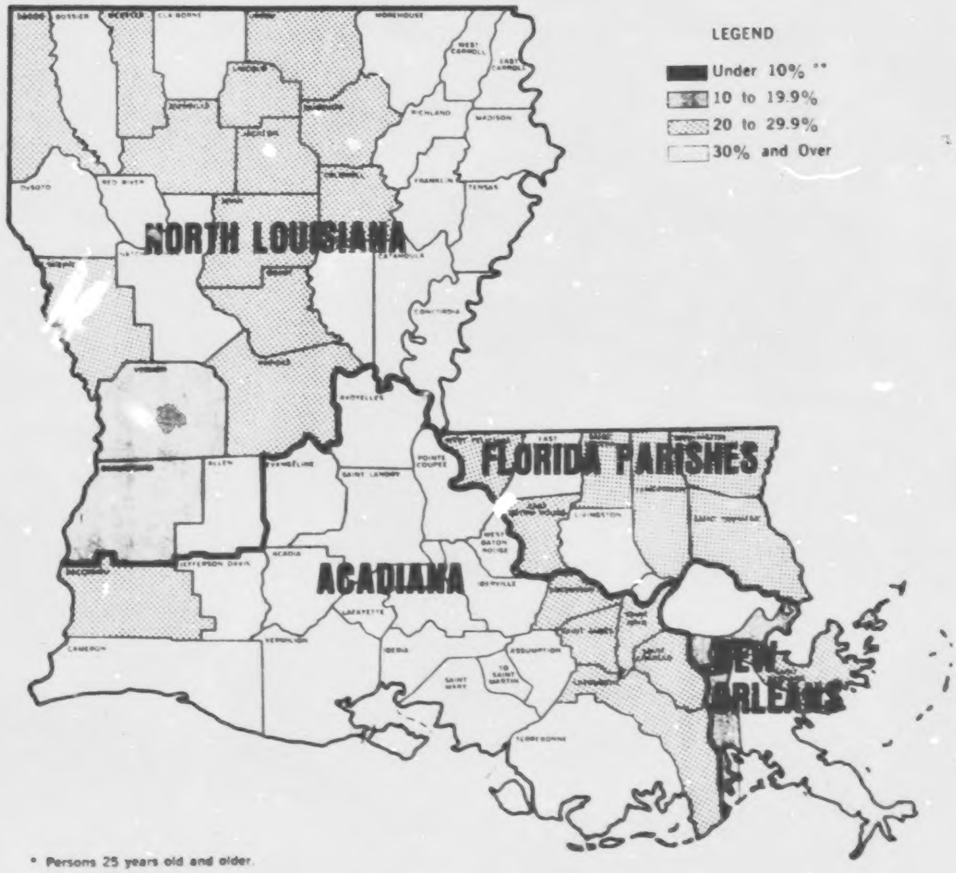
Figure 2. Percent of White Adults* With Less Than 5 Years Schooling, 1970


LEGEND
Under 10%
10 to 19.9%
20 to 29.9%
30% and Over **
NORTH LOUISIANA
FLORIDA PARISHES
ACADIANA
NEW ORLEANS

* Persons 25 years old and older

** No Parishes fall in this category

Figure 3. Percent of Negro Adults* With Less Than 5 Years Schooling, 1970

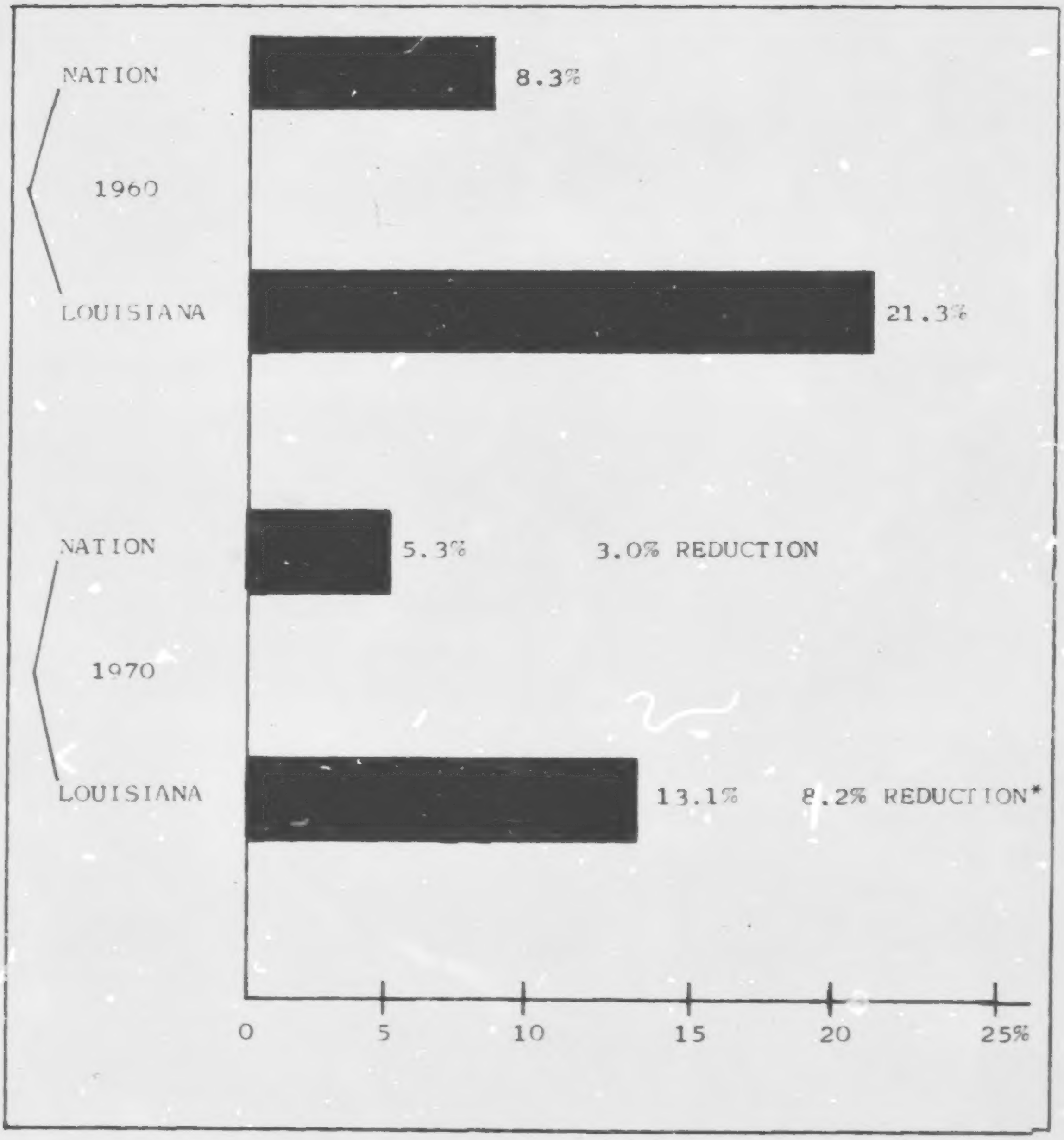

LEGEND
Under 10% **
10 to 19.9%
20 to 29.9%
30% and Over
NORTH LOUISIANA
FLORIDA PARISHES
ACADIANA
NEW ORLEANS
BOSSIER
CLAIBORNE
MOREHOUSE
WEST CARROLL
EAST CARROLL
RICHLAND
MADISON
DESOTO
RED RIVER
FRANKLIN
TENSAS
CATAHOULA
CONCORDIA
AVOYELLES
ALLEN
EVANGELINE
SAINT LANDRY
POINTE COUPEE
WEST BATON ROUGE
EAST BATON ROUGE
LIVINGSTON
JEFFERSON DAVIS
ACADIA
LAFAYETTE
IBERVILLE
CAMERON
VERMILION
IBERIA
SAINT MARY
ST. MARTIN
ASSUMPTION
TERREBONNE

* Persons 25 years old and older.

** No Parishes fall in this category.

Figure 4

DECREASING ILLITERACY IN LOUISIANA

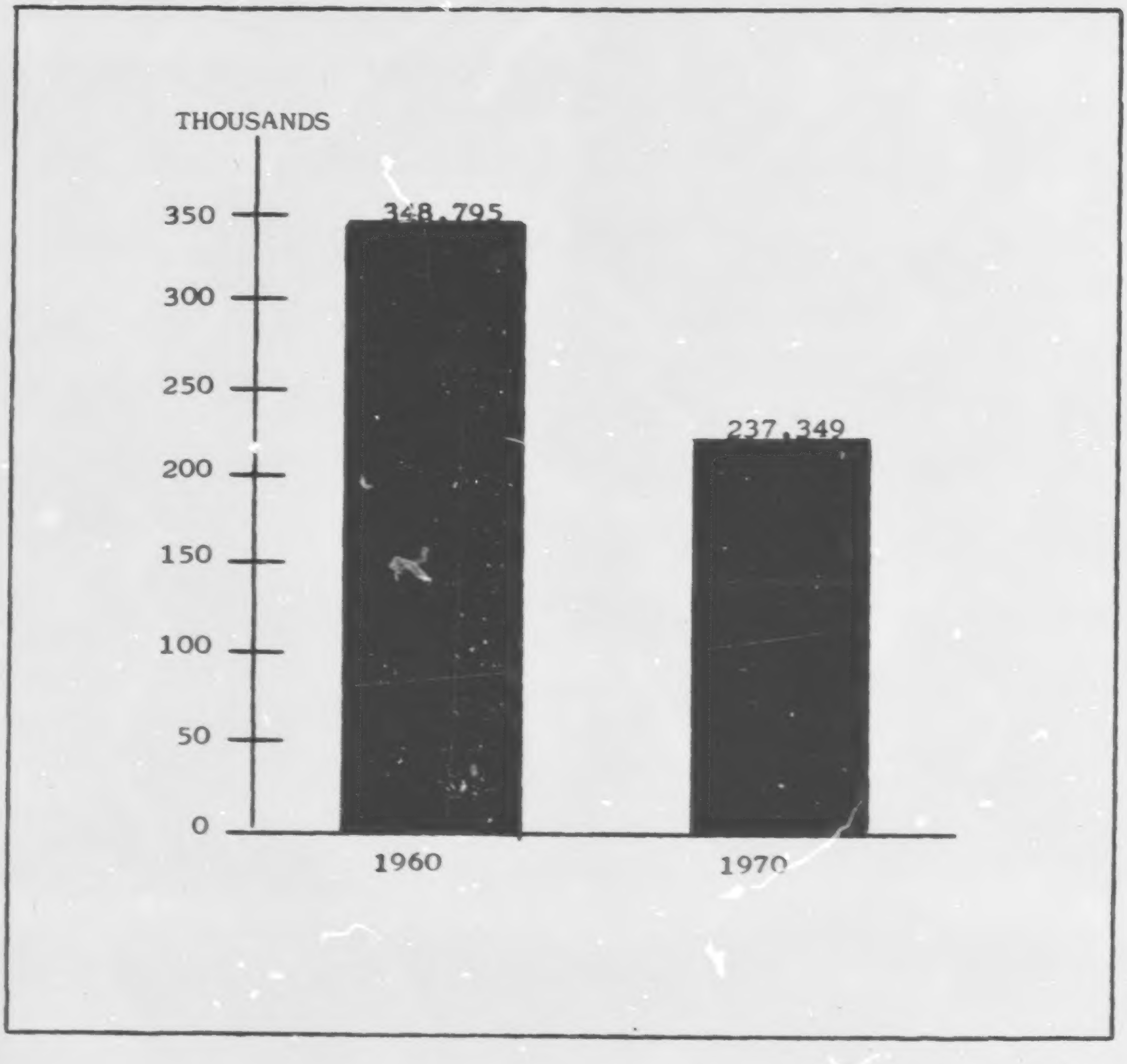


8.2% REDUCTION IN PERCENTAGE OF ILLITERATES AND FUNCTIONAL ILLITERATES

* The 8.2 per cent ties with South Carolina of being the highest per cent of illiteracy reduction in the U.S. from 1960-1970.

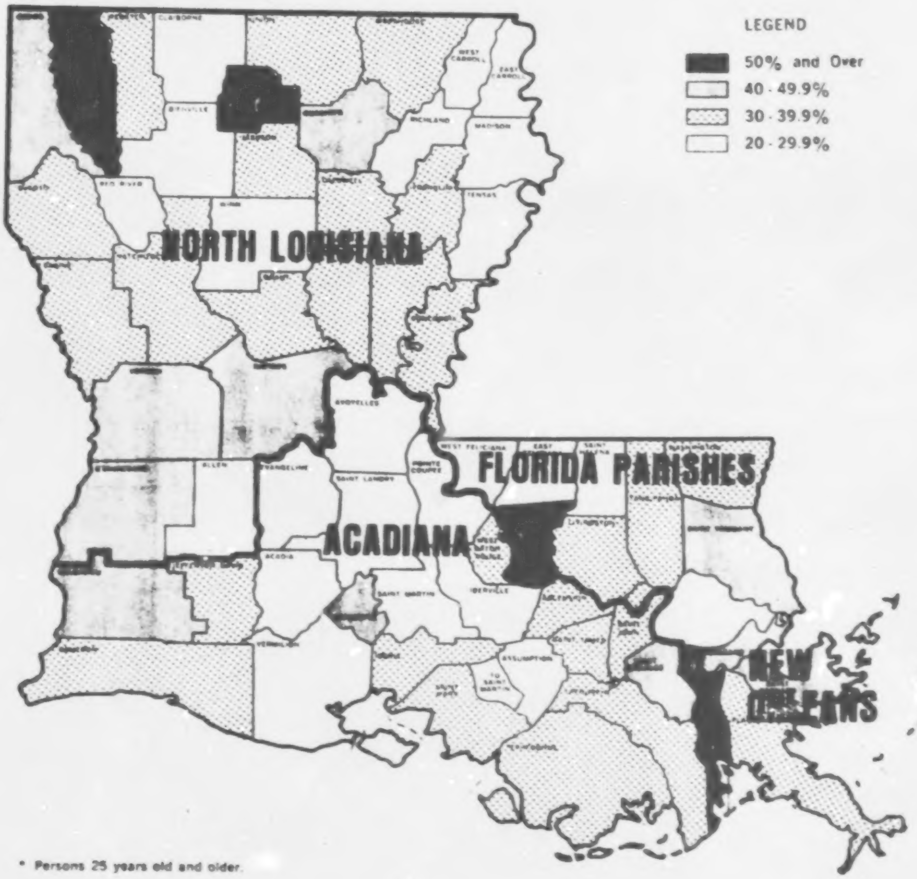
Figure 5

APPROXIMATELY 32% DECREASE IN THE NUMBER OF ILLITERATES AND FUNCTIONAL ILLITERATES--



A DECREASE OF 111,446 ADULTS 25 YEARS OLD AND OVER WITH LESS THAN 5 YEARS OF EDUCATION IN LOUISIANA

Figure 6 Percent of Adults* With At Least Four Years of High School, 1970


LEGEND
50% and Over
40 - 49.9%
30 - 39.9%
20 - 29.9%
NORTH LOUISIANA
FLORIDA PARISHES
ACADIANA
NEW ORLEANS
CLAIBORNE
WEST CARROLL
EAST CARROLL
RICHLAND
MADISON
TENSAS
BIENVILLE
RED RIVER
AVOYELLES
WEST FELICIANA
EAST FELICIANA
SAINT HELENA
POINTE COUPEE
SAINT LANDRY
EVANGELINE
ALLEN
ACADIA
VERMILION
SAINT MARTIN
IBERVILLE
ASSUMPTION

* Persons 25 years old and older.

PART B. SOME HUMAN CHARACTERISTICS OF THE UNDEREDUCATED ADULT

Although statistical information is often confusing and sometimes misleading, the information presented definitely substantiates the need for massive adult education efforts in Louisiana. However, aside from the statistical information concerning Louisiana's undereducated population, there are human characteristics that must be considered by the local adult educator. Hidden within the tables of impersonal statistics are the life styles and cultural patterns of flesh and blood people that give more insight into the undereducated adult which must be recognized by the local teacher.

General Characteristics of Adult Learners (View Transparency 7)

Who are these people that comprise this great mass? What are their general characteristics? They are good people who are caught in the middle of today's mass education and the depression years. They are the young adults who are dropping out of school and the older adults who dropped out during the depression years. These people did not create a problem in former era which had neither time to worry about competency skills nor jobs, but they are the people today for whom employment demands equal aptitude.

Another category of prospective ABE students are those who because of their environment are disadvantaged. They subsequently lack the "middle class tools." The cultural chasm section found in the appendix gives the comparative views on the middle class as opposed to the lower socio-economic group.

Most of these people come from large families and reproduce in the same pattern in their adult lives. They assume their large family responsibilities and have little time for civic activities or involvements.

Clustered together into a neighborhood, they constitute a community within a community. Here sub-cultures are formed. Many of these today are becoming increasingly more hostile and militant. In a sense, this militance is their attempt to change their plight, to chart their destiny and thus become more "Americanized" - free then to function to their own satisfaction in a world to which they want to belong.

Sociologists are finding that these people do have a true value system--one that works for them in their environment. These people are unaware of the progress and sophistication of what keeps a highly technological society together. The world of relationships for these people does not extend very widely. Their interaction is, for the most part, narrowed to the immediate family, relatives and those people living nearby. They prefer the old and familiar to anything new and innovative.

The uneducated person tends to have a typical pattern of social and cultural traits. More than likely he is poor, because level of education usually goes hand in hand with level of income. He is also below average in academic subjects. His poverty and lack of scholastic aptitude are chicken and egg propositions. Poverty fosters cultural and educational deprivation, which in turn affects academic achievement, which leads right back again to poverty.[5]

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[5] Robert W. Boyet, ed., Adult Basic Education Teacher Awareness Program for Guidance and Counseling (Baton Rouge: Louisiana State Department of Education, 1969), p. vii.

Adult education teachers should definitely keep the following points in mind: (View Transparency 8)

The lower the economic level:

1. The higher the incidence of family disorganization.
2. The greater the sense of alienation from the larger society.
3. The higher the incidence of symptoms of mental disorder (questionable because of lack of statistics on more affluent society).
4. The less competence with standard English.
5. The higher the rate of illness and early mortality.
6. The lower the need for achievement.
7. The less likely are parents to explain the rules of obedience to their children.
8. The higher are crime and delinquency rates. (Questionable)
9. The more likely to be liberal on economic issues but somewhat less liberal on civil liberties.[6]

It is important for the adult teacher to be aware of the general characteristics of the adult learner as these characteristics usually play a large role in the learning process: Some general characteristics that are usually common to most adult education students are as follows: (View Transparency 9)

1. Unemployed
2. Timid
3. Present-time orientation
4. Unawareness of opportunities
5. Rejects competition
6. Comes from ethnically divergent background
7. Often transient
8. Suffered many unsuccessful experiences in education setting[7]

Because the characteristics of adult students are different, adult education is different from education at other age levels. The teacher of adults has to be aware of adult characteristics in a learning situation. Family background, previous school experience, adult life and responsibilities are some elements which have conditioned adults. Each adult will differ from another, but some generalizations can be useful to the teacher. Some characteristics that are unique to undereducated adults and implications these characteristics have for teachers are as follows: (View Transparency 10)

1. Lack of self-confidence: they often feel inadequate, unable to learn and compete because many have rarely experienced success in school, work or social life.

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[6] Hyman Rodman, "On Understanding Lower Class Behavior Second Economic Study," Social and Economic Studies, 8 (December, 1959), 441-450.

[7] Adult Basic Education, Teacher Awareness package for Guidance and Counseling, ABE Region VI Guidance and Counseling Special Project. (Austin: University of Texas, 1970). p. 22-25.

Implications: Teachers should learn the importance of helping their adult students experience success during the first class session--and in every class session. The teacher should allow each student to set his own pace in approaching classroom tasks.

2. Fear of school: this is usually because of a student's unpleasant past experience with school.

Implications: Avoid use of ridicule or sarcasm with undereducated adults.

3. Living in conditions of economic poverty: there is a high correlation between the level of education and the level of income - the less educated having the lower income. Teachers of adult basic education classes must remember that their adult students may be living in extremely crowded conditions - with neither space nor quiet for outside reading. Poor nutrition, which goes hand in hand with poverty, may also be the cause of some students' apathy, short attention span, sleepiness in class. Poverty also means that students in these classes may have other physical handicaps that impair learning: poor vision or hearing which they cannot afford to correct.

Implications: When these physical handicaps exist, the teacher should seek a way to remedy them by referral to social agencies.

4. Probably below average in scholastic aptitude: while many undereducated adults are of average ability, and some of superior ability, more seem to be below average for academic learning.

Implications: Active methods of teaching are most effective; use of flash cards, games, role-playing, etc.

5. Culturally deprived: the less educated participate least in educational and cultural pursuits. Many are unaware of the existence of nearby libraries, museums, etc.

Implications: Teachers of these classes will find that field trips to libraries and museums will often "break the barrier" that so often exists between the undereducated and the sources of cultural enrichment open to them.

6. Values, attitudes, and goals differ from upper and middle-class norms: an individual's cultural environment influences greatly his social values, attitudes, and goals. Undereducated adults, more likely than not, have a value system widely different from that of adults of the middle and upper classes. They frequently show indifference or even hostility toward social institutions as, for example, education. Their goals for their children rarely include college, but nearly always include getting a job.

Implications: The teacher should understand and accept these values and attitudes. Strong opposition to these values and attitudes is not the way to change them. Criticism will more than likely have one result: the students will stop coming to class.

7. Weak motivation: Motivation of undereducated adults is low because of their history of failure to achieve the recognized values of success, efficiency, equality, etc. They are easily discouraged, and frequently exhibit an attitude of almost complete resignation because of these repeated failures.

Implications: (1) Goal fulfillment: find out why each adult student is in class and keep the student interested by helping him move toward his goal. (2) Discover sub-goals and show them how these inevitably lead to accomplishment of their main goals. (3) Personalization: personal involvement through self-tests has a strong appeal. Few people can resist an opportunity to find out how well they can do on self-tests. That is why quizzes and other self-analysis devices are so frequently found in magazines. (4) Variety: when the adult student realized that different things happen in every class session, he is more likely to stay with it. (5) Ego-boosting: teachers must show that they like their students. (6) Success: in order to become deeply interested in learning a skill or new fact, the students should experience the joy of being successful.

8. Unusually sensitive to non-verbal forms of communication: with limited vocabulary and limited skill in articulation, most undereducated adults are forced to do much of their communication on the non-verbal level. They are sensitive to non-verbal clues, and tend to judge more by action than words.

Implications: Teachers should realize that they may say one thing verbally while through facial expressions and tone of voice indicate something completely different. When this is the case, an individual will probably respond more strongly to the non-verbal message because almost instinctively he knows it is real, not "put-on," as words can be.

9. Feeling of helplessness: when a student doubts his ability to learn, his thinking process if blocked. Feelings of anxiety and helplessness result. Some signs of helpless feelings in students are: hostility toward subject matter; bewilderment, lack of participation and attention; procrastination.

Implications: It is important that the teacher recognize these signs for what they are and strive to build in the student a feeling of self-confidence.

10. Varying levels of intelligence: the great majority of undereducated adults are far from stupid. On the contrary, because of their inability to read and write in a society made up of people who live by these skills, they have been forced to live by their wits. No two people learn at the same rate. The teacher who recognizes these differences and plans his teaching accordingly will help each student to approach maximum learning within his own capabilities.

Implications: Determine individual intellectual differences in a group by placement testing, student records, student discussion following a learning experience, private interviews.

11. "Live for today" philosophy: many adults from lower socio-economic backgrounds have little concept of long-range planning in their lives.

Implications: To the teacher this means that motivation to learn must be based on immediate rewards. The student must experience success today.

12. Hostility toward authority: because of unhappy associations with representatives of authority (policemen, teachers, boss), any authority figure is likely to arouse hostility.

Implications: The teacher must project himself as a friend or guide rather than as a teacher authority.

13. Reticence: many undereducated adults have difficulty expressing their feelings, discussing their needs, and standing up for their rights. Silence may mean that they are shy.

Implications: One way to encourage free expression is to break the class into small groups for discussion.

14. Use of defense mechanisms: the higher the degree of illiteracy in an adult, the more likely he is to attempt to hide his undereducation from his friends and teacher by use of the following defense mechanism: (1) carrying a book or newspaper, (2) carrying pencils in a conspicuous place, (3) not having eye-glasses when asked to read, and (4) having an injured hand when asked for a written response.

Implications: The teacher who is aware that these are defense mechanisms should respond as follows, for example: "Well, it's not important that we read this immediately. But we might just see if there are any words you can recognize, even without your glasses," or "I'm sorry to hear about your hand. Let's just talk about it this time."

15. Need for status: use of first names, nicknames, and words such as "boy" tends to arouse antagonism and resentment.

Implications: The teacher should use the more formal, "Mr. Jones" until confidence and warmth are established.

16. Tendency to lose interest: undereducated adults, just like average students, will leave a classroom situation which does not fulfill their needs. When signs of apathy appear, it's time for the teacher to muster all his teaching skills and understanding.

Implications: The teacher must try to determine the problem. Sometimes it may mean a personal conversation with the student.

These are the people for whom our programs must be effective. They will be efficient provided we can recognize among these characteristics needs which can be met. Is our purpose to prepare these people for life or for earning a livelihood? It appears to be decidedly a combination of both.

Perhaps training people in skills that will make them more marketable in the job market is an immediate, pressing need. However, our challenge reaches beyond the immediate to something larger--greater. Our challenge calls for a creativity in us that will enable us to build the confidence and self-esteem of our students. They must experience success in achievement so that they might become aware of their own worth.

It should be noted that one would, at first glance, seem to be confronted with an almost insurmountable mass of negative factors in describing the general characteristics of the undereducated adult. However, the positive characteristics of the adult learner are extremely complimentary to the learning process and some of his negative characteristics may also be turned into positive elements. Some positive characteristics of the adult learner may be listed as follows: (View Transparency 11)

1. Eagerness to learn
2. Attends school regularly and voluntarily
3. Asks pertinent questions
4. Works diligently
5. Politeness
6. Shows respect for teacher and other members of the class and is highly responsive to personnel attention
7. Willingness to help others
8. Uses school time wisely
9. Always has necessary tools for school work
10. Wants social contact
11. Enjoys having talents and information used in teaching experience
12. Is often highly religious
13. Usually has a keen insight into human associations (It has become necessary for him to develop this in order to survive at all.)
14. Is highly responsive to immediate reward for efforts expended
15. Often has high ambitions for his children. This is particularly true of disadvantaged blacks, according to Blum.

In like manner all the human characteristics, be they good or bad, can be capitalized upon to develop instructional techniques that have meaning and purpose to the adult learner. As will be pointed out time and time again throughout this awareness section, the problem of life situations at hand are of far more concern to the individual than is his concern for pure academic knowledge.[8]

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[8] Laverne P. Gresham, ed., Curriculum Guide for Adult Education Teachers, Bulletin No. 1187 (Baton Rouge: Louisiana State Department of Education, 1970) pp. 6-10.

PART C. HUMAN NEEDS OF THE ADULT EDUCATION STUDENT

The basic human needs common to all people are recognized in our adult students. (View Transparency 12) The entire spectrum of human needs, wants, emotions and desires constitutes an almost unbelievable number of items which must be satisfied for normal, healthy existence. Needs and desires are not satisfied at random. It only appears that way unless we take a close look at the ways they are satisfied. You should especially note the basic deficiencies in these areas which might affect the adult student. The concept here is that we cannot help him effectively unless we can recognize his problems.

We shall now discuss the basic "core" areas essential to the welfare of our students in such categories as emotional, biological and higher order needs. It is logical to begin our discussion of basic needs with biological and survival needs, as given to us by Abraham Maslow in his book, The Psychology of Science (1966).

(View Transparency 13)

Every teacher is certainly familiar with these basic human needs: oxygen, water and food. The fourth element, shelter, is also included. We can assist our adult students in learning more about these basic needs: particularly as related to proper ventilation, purity of drinking water, adequate shelter (including proper protective clothing), proper food and eating habits and comfortable heating and cooling.

Safety is also an essential ingredient to survival. We live in dangerous times where personal precautions are necessary to avoid disaster. It is possible or even probable that many of our adult education students live in unsafe houses. It is also assumed that many undereducated poor take inadequate safety care of their motor vehicles. Police records throughout the nation confirm the fact that these people also have poor driver safety records -- probably caused by lack of education and general knowledgeability. How can a person drive safely if he can't even read the road signs?

With safety we include the notions that we should be safe from injury, disease and illnesses in general. The adult student has a higher rate of illness than the average population because (1) proper medical care is not available to him, and (2) he often has poor knowledge of disease itself and treatments available for such diseases. These two factors combine to cause gross medical neglect as evidenced in medical records of migrant worker communities and studies in the ghettos.

As you can see, the biological and safety needs that most of us take for granted are not to be ignored in the adult student. He often comes to class undernourished, plagued by improper shelter or clothing, or ridden by a variety of illnesses, diseases or minor physical discomforts often associated with sheer poverty.[9]

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[9] Boyet, ed., pp. 17-19.

(View Transparency 14)

This transparency is concerned with emotional needs of our adult students.

All of us have emotional needs and problems. It is doubtful, however, that many of us have the kinds of problems arising from the deprivations of sheer poverty. Some of the emotional needs listed here are discussed in this session, two of which are security and dependency needs. We are all concerned with security and dependency needs, but, in most instances, not to the point of desperation. Many of our students have acute needs for security which result in greater needs for dependency.[10] Some areas which adversely affect many of these adult people are: insecurity of employment, residence, friendship, social acceptance and many others. This feeling of insecurity often results in dependency upon friends, relatives, welfare, poverty programs and charitable organizations. It is to be recognized at this point that this feeling of insecurity is, in most instances, justified by circumstance. Corrective procedures can be initiated, however, with recognition of the problem and proper counseling or referral action by the teacher.

Love and affection needs are again common to all; the very poor, however, usually have an extremely limited scope of persons who give them any affection whatever. This has resulted in an inward course of close personal association directly with family and a few friends.[11]

Sexual needs of adult students pose no major problem insofar as learning is concerned except where marital disturbances, created by sexual matters cause emotional turbulence. In any event, there really isn't much a teacher can do about these very personal concerns except for proper referral to agencies or persons concerned with such matters, when such advice is requested by the student.

The social needs of the adult students are usually restricted to family (relatives) and a few close friends. There is usually very little social participation in civic or community affairs. The problem here is to attempt to broaden the scope of social activity among adult student. This might begin with the classroom itself as a social situation. Encouragement of social interaction among the students might not only assist in this objective but could quite possibly encourage new enrollment and improve class attendance. One point to remember in the social culture of the undereducated is that it is often a close-knit society, with a "one-for-all and all-for-one" philosophy. Such groups are extremely difficult to penetrate. This type of "closed" society is not understood by many middle class persons and can only be studied through acquaintance and confidence of the individual members.

Aggression needs are largely a result of frustrations in the basic need categories. There are two general categories of aggression: hostile aggression and constructive aggression. Aggressive behavior can be healthy when it is directed into constructive channels. History is full of persons who have risen from adverse circumstances to positions of great importance through aggressive determination. Hostile aggression, on the other hand, often results from bitterness and hopelessness. It is often destructive to the individual unless corrected. Hostile aggressiveress might be helped in the classroom by showing a genuine interest in the person and through instilling hope for the future through education where there was no hope before.

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[10] Ibid., p. 20.

[11] Ibid., p. 21-23.

Socialization needs are often seen as the socially-approved way of satisfying the other needs. We use people to give us personal satisfaction in terms of security, sexuality and affection. Stated in another way, it is through other people that we satisfy our basic emotional needs. Thus, the frustration of socialization needs is an exceedingly important element to be considered. It is often the case that the adult class is one form of socialization for many of its students, and its importance in this regard should never be underestimated. If anything, socialization should be encouraged.

Now that we have discussed some of the basic needs, we should logically move on to the "Higher Order Needs." (View Transparency 15) These needs are concerned with the intellect of the individual. It is only with a manifestation of this need that the adult education processes may begin -- but only after the other basic needs have been met.

Abraham Maslow feels that within every human being there is a need for self-improvement; a need to somehow emerge as a better person. This is called self-actualization, as depicted here on the chart.

It is to be noted that sometimes a person appears not to want to get ahead, but the mere fact that he is present in a voluntary adult class belies that attitude. We should then assume that all adult students want to "get ahead," or better themselves. The only difference here is in the degree of ambition. Some are satisfied with little; others want much more. Everyone should be motivated and encouraged but caution should be exercised in not "pushing" a person beyond his wishes or desires. We must then consider this in terms of individual needs rather than standard values.

Maslow describes the last and highest need as that of intellectual enhancing and artistic expression. This area is, of course, concerned with the higher order needs of the intellect. We are not directly concerned with this in adult education but it is mentioned here as part of the total needs.

We should accept Maslow's needs plus the biological ones. So a good point of discussion is how social needs and interaction needs between people are used to solve the basic four emotional needs which are part of the total order of human needs.[12]

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[12] Ibid., pp. 23-24.

PART D. PROBLEMS OF THE ADULT EDUCATION STUDENT

Domestic Problems

A purpose of Adult Basic Education is to modify the behavior of the student in a manner to help him cope with, among other things, domestic problems. In this section, we should like to consider the effects of domestic problems on the performance of the Adult Basic Education student in his educational endeavors. The concepts, suggestions and ideas included in this portion of the program deal with the identification of some domestic problems and how they may be handled.[13]

(View Transparency 16)

This transparency shows some of the typical domestic problems encountered among adult students:

a. Son has run away
b. Kids in trouble with the police
c. Drinks too much, too often
d. In debt, doesn't know how to spend money wisely
e. Has no transportation to class
f. Is unable to get a babysitter
g. Children were involved in a fight
h. Are members of low economic groups
i. Works long hours and is often too exhausted
j. Spouse downgrades student
k. Jealous spouse
l. Uses class for romantic contact

These domestic problems turn out to be school problems. If you stop to think of some of the excuses given by some of your students who have been absent, you will recognize that they are very similar, if not the same, as the ones you have heard before. How can a mother study her lesson when she is concerned about her three-year-old who is at home with only his ten-year-old brother as a babysitter? It is not possible to keep the Adult Basic Education student interested in class when his twelve-year-old has been arrested by the police for "glue sniffing."

These and many other factors are ever present in the lives of many of our adult students. We can argue that not all students face the same problems. However, more times than not, the students whose lives are different generally do not face these problems at home and consequently do not drop out at such high rates as those who face such problems. These are the hard core; these are the seven out of ten that drop out after a few classes; these are the 98 per cent that we are not reaching. It is for these students that we must make our programs more flexible. Certainly you may or may not have exactly these problems but we teachers are very much aware of competing influences; therefore, we should spend enough time to become more aware of the situation. Awareness allows us to deal more effectively with solutions.

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[13] Ibid., p. 26.

Other Problems of the Adult Education Student

(View Transparency 17)

Any student in your class might have one or more of the following obstacles to learning: Educational problems, health problems, vocational problems, financial problems, community problems, family problems, psychological problems and other unidentified difficulties, all of which might affect learning.

The teacher cannot be expected to remedy or alleviate all such deficiencies but should be able to recognize the problems and to assist where possible. This might be of great value.

The entire concept of remediation of all problems can be encompassed in one basic idea -- know your students. How else can you help them?

In addition to personal problems, the adult student is also handicapped by a negative view of himself and the program.

(View Transparency 18)

This transparency illustrates a generalization of negative views from the community toward the adult student. These are:

1. Adult Basic Education is only for people on welfare.
2. Adult Basic Education is only for women who run around.
3. Adult Basic Education: They are only ignorant students, so why bother about them? They are born that way and their children will be the same. They only go to school when they are paid to attend.

One basic reason why the community misunderstands the adult student is because it is not knowledgeable of exactly what the program is and who is participating in it. It doesn't know the adult student because, in many respects, he has never been a part of the community because he doesn't participate.

(View Transparency 19)

Some reasons why adult students do not participate in community affairs are:

1. He doesn't believe in the power of one vote.
2. He believes politicians run things regardless of what the people want.
3. He doesn't see the value of teachers and parents meeting to discuss problems.
4. He doesn't believe he is smart enough to contribute anything of value to civic groups (his educational level embarrasses him).
5. He works long hours and is too tired to attend any kind of meeting.
6. He does not know what is going on in the community. He doesn't keep up with community affairs.

The adult education teacher can open avenues of participation to the student by providing the necessary reading materials and discussion in the class regarding many organizations in the community. It is not necessary to deal only with the organizations close to the student, but also bring articles found in the newspaper and other news media to the attention of the class. Why not bring in a resource person actively involved in any one of the groups mentioned in the transparency?

Another way to bring discussion into the class and have complete class participation is with a bulletin board which can be used to display newspaper articles that deal with the community. After the articles have been read the class can hold a general discussion covering what is mentioned in the article.

(View Transparency 20)

Some channels for participation in community affairs are:

1. PTA - Parent-Teachers' Association
2. Community Action Programs
3. Voter Registration
4. Civic Clubs
5. Church Activities
6. Local Level Politics (precinct, ward and parish)
7. Ethnic Groups[14]

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[14] Ibid., pp. 31-32.

PART E. THE ROLE OF THE TEACHER AND COUNSELOR IN THE ADULT EDUCATION PROGRAM

The roles and relationships of teachers and counselors are of primary concern in the Adult Basic Education Setting. To help define these roles, the film, "Belton, Jerold F.," is recommended for viewing and discussion.

This film was developed and produced by Special Project in Guidance and Counseling for Adult Basic Education by the Extension Teaching and Field Service Bureau, University of Texas at Austin. In field tests with ABE personnel from six states, the film evoked strong affective responses.

A brief preliminary discussion may aid in bringing more depth and understanding in the training situation. The following information has been summarized from the instructors manual which accompanies the film.[15]

Background Notes

In a broad sense, "Belton, Jerold F." is concerned primarily with the roles and relationships of teachers and counselors in the ABE setting. The selection of "roles" as the focus topic was not arbitrary. Rather, it emerged as a dominant concern among the ABE Region VI teachers, counselors, and administrators interviewed during preliminary work on the film. Staff people seem uneasy about exactly where they fit into the ABE setting, in terms of both organizational structure and classroom operations.

The problem of role delineation is complex. Roles are not clearly defined in real-life operations. In the initial development of Adult Basic Education programs, the teacher was the dominant personality of the program. As the vast majority of ABE enrollees were generally economically, socially and/or educationally disadvantaged, teachers were immediately involved in such guidance and counseling activities as referrals, occupational information services, diagnosing individual needs and problems, etc., in order to retain the adult student in an instructional program based on voluntary attendance. Teachers recognized that the adult's basic needs should be met first and that the instructional program must be designed for individuals' needs and interests, if attendance was to be maintained.

In theory, one could divide a page in half, then list teacher functions on one side and counselor functions on the other side. In reality, there is a "funtional continuum" with the words "teacher" and "counselor" on opposite ends but with most of the activities somewhere near the middle. The factors contributing to the ABE student's life situation are so interrelated, one with the other, that separating them for individual treatment is virtually impossible--whether trying to produce a film or trying to help an ABE student work through his problems. The film, then, is designed to convey to the viewer a sense of the student's complex life situation and portray the activities of the ABE counselor and teacher in trying to help the student resolve some of his problems.

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[15] Trainer's Manual for "Belton, Jerold F," Office of Education - Region VI Guidance and Counseling Project for Adult Basic Education, Phase III Report FY 1971 (Austin: University of Texas, 1971), pp. 1-36.

Approach

The film is a dramatic presentation, scripted and played by actors. It traces the changing roles and attitudes of a teacher, a counselor, and a student as they interact during the course of several months. Since the film is a dramatic piece, the scriptwriter has exaggerated or heightened certain facts and relationships he considers essential to the viewer's understanding of the human elements within the range of plausibility.

Brief Characterization

Seven characters are introduced in the film, three of whom are principal:
JEROLD F. BELTON: the student. Jerry is 24 years old, married, no children. Jerry dropped out of school in the ninth grade but is natively bright. He is "real country", quite independent, somewhat skeptical. Jerry works at a car wash. He is working toward a GED.
MISS BRADDOCK: the teacher. Miss Braddock, age 45, is a veteran. She presents a crusty exterior but is basically a warm and caring person. She is helpful but guards against becoming too personally involved with her students.
Miss Braddock "understands" her students because she came up the hard way and therefore, feels that she is "one of them." She is straightforward and responds honestly.
WILLIAM PENMAN: the counselor. Bill is 31 years old, married, no children. He recently received his master's degree and is new on the job as an ABE counselor. The son of a real estate broker, Bill sees everything from a middle-class perspective. He takes his job seriously and gives a great deal of himself to his clients. He is a warm and sensitive person but perhaps a bit too eager to help. Once he has gotten some experience, he probably will become an outstanding counselor. He may already be.

The four other characters are Mae Penman, Bill's wife; Corene Belton, Jerry's wife; Fred Johnson, one of Jerry's former ABE classmates who has just received his GED; and, Donna Johnson, Fred's wife. Of these four, perhaps the most significant character in terms of the story line is Corene Belton. She is very much a part of Jerry's life, influencing his relationships with other people, his image of himself, his hopes and dreams, vocational aspirations, and so forth. She is a character to be contended with in understanding Jerry.

Story Line

"Belton, Jerold F." is the story of three people; a teacher, a counselor, and a student. Although the story is developed in terms of the student's situation, each of the three characters is developed as a person with attitudes and a behavior pattern all his own. Basically, the story is this: William Penman, the counselor, is struck by the discrepancy between Jerry Belton's mediocre academic record and the high potential he seems to possess as a person. William becomes especially interested in Jerry and wants to help him realize his potential. The teacher, Miss Braddock, does not agree with the counselor's handling of the student. She thinks William is leading Jerry to unrealistic goals and expectations by suggesting that Jerry might be able to go to college and become an engineer. The story builds toward the time Jerry goes to take his GED test. His low score in mathematics (Miss Braddock's subject) pulls his average down and he does not get the GED certificate. Jerry becomes angry and frustrated and leaves the ABE program. The film ends with Jerry's problems unresolved.

The Film as a Training Tool

The film was designed as a training tool for use with ABE teachers, counselors, and administrators for pre-service or in-service training in a workshop setting. Its chief function is to stimulate thought, reaction, and interaction among workshop participants. The film is not pedantic; rather it seeks to let the viewer experience feelings and attitudes of various characters. It is intended to raise more questions than it answers. The "message" or "theme" of the film is an individual thing with each participant. Whatever message comes through to a participant after he has viewed the film and discussed it with his fellow group members is the message. There are, in fact, many messages in the film.

Hopefully, by identifying personally and/or professionally with one or more screen characters, the viewer will draw inferences regarding his own attitudes and behavior and become more aware of factors affecting his interpersonal relationships with ABE students and staff members. Through introspection and interaction with other workshop participants, the viewer hopefully will work out for himself a clearer delineation of his role in the ABE setting and discover for himself means whereby he can function most effectively in that role.

Trainers who wish to promote a point of view or to stress a particular dimension of the screen characters certainly are free to construct measurement instruments for use in conjunction with the film.

The film is 16mm, color, with optical sound track, and can be played on any standard 16mm sound movie projector. The film runs 29 minutes and 35 seconds. Projection screens and movie projectors are sometimes a source of frustration, so the trainer should be sure he is familiar with the specific equipment he will be using. In fact, a "dry run" beforehand to check out the equipment is advisable.

Final Note

The success of the film in helping teachers, counselors, and administrators to become more aware of themselves as persons and as role players within ABE will depend to a considerable extent on what occurs in the discussion period following the film. While the film may "get him started" thinking, the viewer needs the advantage of verbalizing his reactions and gauging them against reactions provided by a trainer or group leader. The section which follows suggests possible points for discussion.

POINTS FOR DISCUSSION

The film contains a great deal of information, both visual and aural, thus opening up possibilities for discussion along several dimensions. Two of these dimensions are indicated below. The headings or topic areas are broad and somewhat arbitrary, and the "points for discussion" are merely examples. These headings and questions by no means exhaust the possibilities.

Interpersonal Relationships

1. How do you think Miss Braddock feels toward Bill Penman
   a. at the beginning of the film?
   b. at the end of the film?

2. How do you think Bill Penman feels toward Miss Braddock
   a. at the beginning of the film?
   b. at the end of the film?

3. a. What is the relationship between Jerry Belton and Bill as the film opens?
   b. What stages or changes does this relationship go through during the course of the film?
   c. Describe their relationship at the close of the film.

4. a. What is the relationship between Jerry and Miss Braddock as the film opens?
   b. Does it remain relatively stable throughout the film?
   c. How closely does Miss Braddock identify with Jerry and vice versa? Why?

5. a. What is the relationship between Jerry and his wife, Corene?
   b. How does this relationship affect Jerry's attitude toward
      (1) the G.E.D. program?
      (2) Bill Penman?
      (3) Jerry's vocation?
      (4) Jerry's academic and vocational aspirations?
      (5) Jerry's failure on the G.E.D. tests?

6. How well do you think Jerry gets along with other students in the ABE program?

7. How do you think Bill Penman feels about clients other than Jerry?

8. How do you think Miss Braddock feels toward students other than Jerry?

9. Do you think Bill Penman becomes "too personally involved" with Jerry?

10. Do you think Miss Braddock is "involved enough" with Jerry?

11. Define or describe the "point" beyond which a teacher or counselor cannot go without getting "too personally involved" with a student or client.

12. The counseling function has often been described as a "helping relationship."
    a. How effective, overall, do you feel Bill Penman is in helping Jerry resolve his problems?
    b. How effective, overall, do you feel Miss Braddock is in helping Jerry resolve his problems?

13. a. How would you describe your own relationship to ABE students and other staff members?

    b. Can you think of ways to improve these relationships?

14. Do you think you are helpful more often than not?

15. How would you find out whether your efforts to help a student were, in fact, effective?

16. a. How well do you feel you communicate with your students?
    b. What could you do to improve communications?

17. Do you believe you genuinely accept your students for the persons they are?

18. Are you aware of any nonverbal channels of communication--such as dress, facial expression, body posture--through which you may be transmitting negative messages to your students?

19. How good are you at "reading" your students' nonverbal messages?

Roles and Responsibility

1. Should (1) the teacher or (2) the counselor be primarily responsible for helping a student in the areas of:
   a. educational guidance?
   b. vocational guidance?
   c. personal guidance?
   d. health guidance?
   e. economic guidance?

2. How important is it for a teacher and a counselor to consult each other in trying to help a student in the areas mentioned in question 1 above?

3. If both a teacher and a counselor know independently that a student is having a problem and that by working together they might be able to help him resolve it, should the teacher approach the counselor about it, or should the counselor approach the teacher about it?

4. Which of the principal characters did you most closely identify with
   a. personally?
   b. professionally?

5. Define or describe the "appropriate role" in ABE of
   a. the counselor;
   b. the teacher.

6. In the film, whose responsibility was it to try to enroll Jerry's wife in the ABE program?

7. a. Do you think Bill Penman was setting goals for Jerry?
   b. If so, was Bill Penman acting responsibly?

8. How do you think Bill Penman perceived his role as an ABE counselor?

9. Was Bill Penman serving as a "father image" to Jerry?

10. What information do you have about Miss Braddock's background that would influence her perception of her role as an ABE teacher?

11. Identify factors in your own background that influence your perception of your role as a teacher or counselor in ABE.

12. Cite instances from your experience in which a teacher or counselor misunderstood his role and thereby
   a. helped a student.
   b. hurt a student.

PART F. REFERRAL SERVICES AVAILABLE TO THE ABE STUDENT

As we have previously indicated, the adult education student in some cases may be confronted with numerous personal, domestic, and/or social problems that would affect the learning process and the individual's ability to participate in the program. As the adult teacher comes to know and understand his students, he will probably also become more knowledgeable of these problem areas that may beset the adult student. The adult teacher cannot and should not attempt to involve himself in trying to solve the numerous problems or offer false hope for solutions in those areas in which the teacher is not really qualified or professionally competent to provide meaningful assistance. However, local adult education personnel can perform one extremely important function that may assist the student in finding solutions to various problems--the function of a referral agent.

Quite often your ABE student may show, through his overt behavior, that he is troubled--beset by problems that plague him or his family, problems that will continue to grow until someone knowledgeable of referral services available steps in and guides the student to a solution. To accomplish this, the teacher should be aware of referral services available within the community and surrounding area; he should be knowledgeable of referral procedures and information necessary for referral and should understand when referral services are necessary

First of all, the teacher should have knowledge of the steps in the typical referral procedures. (View Transparency 21)

1. Analyze the student's needs. Here the key word is "rapport," which has already been discussed. No amount of questioning and probing will elicit responses from the student regarding personal problems if rapport has not been established between the student and the teacher. If you, as an ABE teacher, would feel inadequate in a particular situation or with a particular student, perhaps some other member of the ABE personnel team could offer suggestions.

2. Determine what is available and best fits the student's problem. Again, if you feel inadequate in this area, make use of the collective knowledge of the ABE team and utilize services of counselors of any of the agencies noted before.

3. Discuss with student. Here, care must be taken that the problem is seen by both you and the student in the same perspective. Your advice on how to best handle the problem may be totally unacceptable to the ABE student. Again, he may have other resources at his disposal or he may have other people advising him on the problem, so this step could avoid duplication of efforts.

4. Make contact with agency and discuss the problem. It would be an impossible task for the ABE teacher to maintain up-to-date information on all the various agencies to which a student might be referred. Here the teacher's knowledge of a few key people in the more frequently used agencies can be of great benefit.

5. Assist in making application and help the student keep appointments. After the first four steps have been completed, the entire process can and in many cases will, stop, if the teacher doesn't take the fifth step. Human nature being what it is, Step 5 becomes the critical stage. If left alone at this point, many students (and teachers, too) begin to rationalize and procrastinate--and the problems expand.

6. Follow-up. The natural interest in the ABE student by his teacher dictates that the teacher follow-up on the referral to ascertain success. If, in going through the process, the problem uncovers other problem areas, then perhaps another referral is necessary.

Next, the teacher should know when and how to make a referral to the appropriate agency. The use of community resource people to give short talks on these referral agencies will be very helpful to those who need assistance. Some of the basic areas for referral services are as follows: (View Transparency 22)

FAMILY PLANNING: Here is a problem area that must be handled very delicately by the ABE teacher. The sensitivity of problems related to family planning precludes that a strong rapport exists between the teacher and adult student. Religious attitudes and social proprieties must be respected.

Planned Parenthood-World Population (PPWP), a voluntary health agency, offers a program of family planning services at various clinics throughout the country. PPWP also publishes and disseminates materials on various reading levels and in several languages, either free or at a nominal cost.

The U.S. Department of Health, Education and Welfare, through several operating agencies, also contributes to the goal of responsible parenthood--some of these agencies are community mental health centers, public welfare departments, children's bureaus, social and rehabilitation services, health services, mental health administrations, parish health units, etc.

In or near almost all ABE centers are community health centers and county or district offices of Health and Social Services (Welfare Deaprtments), private or volunteer clinics, family physicians, etc.

HEALTH: Many of the agencies that were mentioned as giving service in family planning also function in the area of health problems (community or county health centers or clinics, welfare offices, private or volunteer clinics, family physicians, etc.) Besides these, there are also health services offered through the auspices of various anti-poverty programs, church groups, fraternal organizations, and many national organizations such as the American Red Cross, Cancer Society, Heart Association, Muscular Dystrophy, Multiple Sclerosis, etc. In addition, various agencies in many areas operating under the United Fund offer services in health problem areas.

The National Consumer Finance Association, Household Finance Corporation, the Education Division of the Institute of Life Insurance, the Better Business Bureau and the federal government publish free or inexpensive materials at various reading levels which could be put at the disposal of the ABE student.

If the financial problem appears fraudulent, then local agencies such as the Better Business Bureau, the district attorney's office, the nearest office of the Federal Trade Commission or the state attorney general's office could be utilized.

LEGAL AID: In some areas the Legal Aid Society offers legal advice at little or no cost for those in need. Also, as a component of some anti-poverty programs, free legal advice is offered and still another resource is the state attorney general's office.

In addition, knowing the names, locations and functions of juvenile court judges, district courts, detention homes, magistrate and justice of the peace courts, probation and parole officers, city police, sheriffs, district attorneys, etc., can prove beneficial in referring adults to the proper authorities.

VOCATIONAL: In many areas, the ABE teacher will find it quite a chore to keep up with the latest development in this area, especially with the advent of various anti-poverty training programs as they vary in number, scope, size, etc., in different locales. Some vocational training and job opportunities are offered by MDTA, Operation Mainstream, JOBS, Jobs for Progress, NYC, New Careers, and Job Corps to name a few.

Here the ABE teacher's knowledge and interest in local affairs can be drawn on for employment opportunities, requirements, skills needed, work attitudes, etc.--information that can be passed on to the ABE student.

Here again, you as ABE teachers should keep in mind that a problem that affects an ABE student may be a problem encountered by some other member of his family--his children, his spouse, or his parents. In the health area for example, an ABE student may be troubled because his child needs glasses or is doing poorly in school because of health problems; an ABE student may be worried because his elderly parents need nursing care.

FINANCIAL: The Welfare Department (called the Health and Social Services Department in some states and in others the Department of Public Assistance) offers financial aid through several programs. Some of these categories are old age assistance, aid to families with dependent children, aid to the blind, aid to the disabled and in some states, general assistance or emergency assistance to needy families with child problems.

If the financial problem encountered is for immediate and pressing needs, various church groups and fraternal and social organizations maintain funds for this purpose.

In some areas that are components of various anti-poverty programs, bloc workers and neighborhood federations band together to help people in financial trouble with food, gas, clothing, etc.

Financial problems can occasionally be the reason why an ABE student finds himself unable to function effectively in class, because of the pressure of over-extended credit, bill collectors, mounting medical bills, salary garnishment, threat of bankruptcy, etc. This can and does cause students to suddenly drop out.

While the services available will again vary from locale to locale, many organizations do offer financial advice on these problems - welfare case workers, bank financial advisors, legal aid societies and credit unions.

EDUCATIONAL: In this area, problems many times can be dispelled by utilizing the services of school counselors, ABE counselors (if your program has them), representatives from colleges, technical schools and vocational schools.

Some educational problems may also be financial problems. Again, most of these same people are available, are knowledgeable in these related areas, and possess information on the innumerable grants, aids, loans, scholarships or work-study programs, that might be available. Also, educational-financial areas are sometimes answered by advice and policies of the welfare department, social security administration, veterans' service commissions, etc. Special areas of education include the Bureau of Indian Affairs, Division of Vocational Rehabilitation, and Special Education to name several.

Besides the six basic referral services of problem areas listed above, list agencies in your state or locale which were not mentioned. The major problem encountered here, which have been reiterated several times in this lesson, is that the agencies themselves vary in size and scope of services from state to state and community to community. Take five minutes to prepare a list of the referral sources in your community and surrounding areas.

Please keep in mind that no amount of probing and questioning will elicit response from the student regarding personal problems if rapport has not been established with him. Make the student feel that you are interested in his welfare and are trying to help him.

Throughout this entire lesson, "Referral Services Available to the ABE Student," we have made no mention of confidentiality. While we said "rapport" was the key word a little earlier in this lesson, "confidentiality" is no less a key word. In all phases of the referral procedure, the teacher must be certain that the confidential nature of the problem is maintained. There is no quicker way to destroy rapport than to violate the ethics of confidentiality.

Referrals not only provide help to the needy adult but, also, cast the teacher in the role of someone who really cares for the person.

Community agencies also provide an excellent opportunity to make the adult education social studies program a viable and meaningful experience for adult students. In almost every case, personnel from these agencies are more than happy to make presentations to interested groups.

One promising practice is to schedule at least one agency each month for presentation during the social studies period. The agencies should be selected according to the frequency of use by members in the class or according to perceived needs by the teacher and class members. Another approach is to schedule several agencies at the same time using the panel or forum type presentation. Certainly, there are other variations which will get the job done. Individual situations will dictate specific techniques to be employed.

Whatever teaching strategies are employed, the teacher is the key to carry the benefits of community service agencies to his students. Not only will he contribute to the relevancy of the adult education curriculum, he will be making an outstanding contribution to the cause of eliminating the vicious cycle of poverty and ignorance.[16]

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[16] Ibid., pp. 54-63.

PART G. FACTORS RELEVENT TO ADULT LEARNING

Learning in adult classes must be of an individual nature. In almost every case each adult student will be at a different educational level, so individualized instruction is a necessity; however, grouping for specific purposes may be feasible. THE CONCEPTS, IDEAS AND SKILLS THAT THE ADULT TEACHER IS TRYING TO GET HIS ADULT STUDENTS TO ACQUIRE MUST BE SOMETHING REAL AND OF PRACTICAL VALUE TO THEM.

(View Transparency 23)

It is not yet clearly understood how people learn; but learning does seem to occur:

1. When a person wants to learn.
2. When what he is trying to learn is geared to his physical and intellectual level.
3. When he can see the relationship between what he is learning and the goal he has in mind.
4. When he can measure his progress toward the goal.[17]

Learning is not a simple process. Some factors which influence the learning of adult students in a classroom situation are student ability and interest, background in family living, former school experience, reaction to the teacher, the environment for learning, and the subject matter to be learned. (View Transparency 24)

Adult educators offer these important principles of adult learning:

1. An adult learns best when he is aware of his need for learning. Motivation is probably the most important element of learning. It is what forces a person to move toward a goal. It makes him want to know, to understand, to believe, to act, to gain a skill. Most adult students are self motivated; they attend an adult class because they want to--not because they have to.
2. An adult learns best when the teacher shows a personal interest in him. Many adults find it difficult to return to a formal learning situation. The teacher's interest provides the encouragement and assurance they need to make learning successful. The teacher's appreciation of individual differences is essential in a class of adults. Individualized instruction and recognition of progress are powerful stimulants to learning.
3. An adult learns best when several senses are involved. No single method has been proved superior to others, but a variety of methods has proved more successful than a single method. Variety for variety's

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[17] Gresham, ed., p. 5.

sake is to be avoided, however. Choose methods that make a special contribution to the learning process, whether it be to arouse interest, to provide for group participation, or to appeal to the sense of touch as well as to sight and hearing.

4. An adult learns best when his learning is put to use. A skill not practiced or a knowledge not used may be largely lost or forgotten. A teacher should recognize the value of repetition and review for reinforcing newly gained skills or knowledge. An adult can apply what he has learned to his everyday life. Encourage him to do so.

5. An adult learns best in a favorable physical environment. Unpleasant or uncomfortable physical facilities interfere with learning more so with adults than with children. The use of facilities designed for children should be avoided. Chairs and tables should be movable. Seating arrangements should be made in advance to avoid, if possible, the usual row of chairs or seats and the views of backs of heads.

6. An adult learns best in a favorable social environment. With few exceptions, adults are very conscious of other people and seek association with them. They like to learn with others and to learn from them. Attitudes toward learning and even behavior can be modified by group participation. Group approval is frequently more of a reward for an adult student than is teacher approval.

7. An adult learns best when he can recognize his progress. Most adults, unused to intensive studying, are impatient learners. In fact, many expect the impossible--a short cut to learning. Consequently, progress charts and other means should be used to give each student a sense of accomplishment and a feeling of progress. Tests should be used sparingly and with full understanding that they are measures of progress rather than evaluations of ability. Self-tests seem to be preferred by teachers of adults.[18]

Cass and Crabtree have identified five factors which affect the learning of adults: (View Transparency 25)

1. Physiological changes of the adult student (hearing, sight, general health, and the like).

2. Learning ability--the authors conclude that after the age of 30, performance tends to decline at the rate of one per cent a year.

3. Adult interests--interests are centered around the needs and problems of the adult.

4. Memory--unlike the child, the adult has a wide range of experiences; therefore, attitudes and ideas are developed which can have a bearing on the adult's learning ability.

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[18] Ibid., p. 6.

5. Speed--individuals learn at different rates of speed.[19]

In many of the adult elementary classes, a large number of the students are in middle life or later. Probably the most obvious changes in adults of this age are the physioligical ones and as learning involves the physiological well being of the learner, these changes are as important to educators of adults in the elementary classes as those affecting the visual and auditory acuity of the students.

1. Visual acuity - the clarity with which we see--reaches its maximum at about the age of 45. From then on until about 55, there is a sharp rate of decline which levels off again and proceeds at a slower, but steady decline.
2. Auditory acuity - our ability to hear--is at its maximum at about 14 years of age. From then on it declines at a rather slow rate.

The ability to learn does not vary through life, but the rate of performance does. At about the age of 30, the performance rate begins a slow decline at the rate of approximately 1 per cent a year. The individual retains or maintains the power to learn but gradually loses the speed at which it is accomplished.

One of the few "in depth" studies of cognitive changes in adulthood was accomplished by Rolf H. Monge of Syracuse University in his book Cognitive Changes in Adulthood (1969). Monge's findings, as supported by a wide range of psychologists and sociologists, revealed that the ability to learn varies very little with age until late in life (mid 60's or early 70's). This study reveals, however, that older persons tend to harbor more anxieties than their younger counterparts. These anxieties tend to reduce performance somewhat as age increase. This 1969 study indicated, however, that older persons tend to perform even better than the younger students if anxieties, (particularly the pressure of time element), are removed. Background of the student is in direct ratio to the ease with which he can master new demands, according to Monge. This is in reference to the amount of knowledge and learning skills that he brings to the learning tasks.

A brief summary of Robert Rosenthal's and L. F. Jacobson's studies on student performance ("The Rosethal Effect") indicates that student motivation is a paramount factor at all ages. He indicates from his findings that an individual's expectations are a powerful determiner of both his behavior and the behavior of those he influences.[20] Significantly for the adult education teacher, Monge concludes that "teaching old dogs new tricks" is contingent upon the technique one uses in teaching him the trick.

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[19] Angelica W. Cass and Arthur P. Crabtree, Adult Elementary Education (New York: Noble, 1956), pp. 21-23.

[20] "Teacher Expectations for the Disadvantaged," Scientific American (1968) 19-23.

The adult education teacher might safely assume that age is not a significant factor in ability to perform, provided certain action, attitudes and precautions are exercised.

Inevitably, when one speaks of the educational characteristics of the adult education student, he refers to grade levels and the per cent of student population represented. According to U.S. Office of Education figures, 24 per cent of Adult Basic Education enrollees completed grades 4-6; and 31 per cent completed grades 7-8, upon enrollment in the program.

This does not say much, if the concern is focused upon what the student actually knows and how efficiently or alertly he performs as the result of what he has learned in and out of school. In addition, there are numerous false assumptions that are sometimes accepted by teachers in relation to the educational characteristics of an individual, whether an adult student or a regular day school pupil. Some false assumptions are: (View Transparency 26)

1. All students are capable of attaining equal levels of academic and social achievement.

2. Covering the book or subject area is the primary and only purpose of teaching.

3. Students are more alike than different in ability.

4. All students learn most effectively by the same method.

5. All students have had similar social experiences and academic accomplishments.

6. All students have the same needs.[21]

As mentioned, these false assumptions must be taken into consideration when teaching adults and teaching children. Therefore, there are numerous principles for teaching adults which would also be the same for teaching children. Among these principles are: (View Transparency 27)

1. Goal- directed learning experiences

2. Sharing learning experiences with others

3. Functional and meaningful facts presented for learning

4. Varied presentation, assisted by proper training aids

5. Observing the laws of learning at all times

6. Consideration of individual differences in planning and teaching

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[21] Boyet, ed., pp. 8-9.

However, it is always important for the adult education instructor to recognize the individual differences of the adult student which are more significant since time and circumstances have directed each person into his own particular pattern of life. Basically, the adult teacher should recognize that adult education students will differ in regard to: (View Transparency 26)

1. Age
2. Interests
3. Needs
4. Readiness

Realizing some of the factors which influence learning, and understanding some of the conditions which exist when learning seems to occur, the following are suggested as some characteristics by which the adult education student can be recognized: (View Transparency 29)

1. Most adults, unaccustomed to intensive studying, are impatient learners. Many have been known to ask for a short cut to learning, or ask, "Isn't there a food that promotes learning?"
2. Adults are considered slow learners because so often their learning ability is confused with their performance ability.
3. Confusion is sometimes created because adults have learned to pace themselves. They have formed the habit of approaching physical and mental tasks at a pace comfortable to them. Sometimes this pace seems extremely slow to the teacher and it affects the progress of the individual. Patience and understanding are required in trying to increase the pace little by little. Individual attention is desirable.

Frequently adults have an idea that adult education somehow should provide them with a quick and easy route to their goal. They expect too much of themselves in a short period of time and become discouraged. They should be helped to realize that some goals take much time and effort to achieve. The teacher again is called upon for a solution to the problem, by recognizing the reasons why the adult is attending school and structuring his individual course of study to meet his goals as soon as possible. Some of these goals might be included in the following list of reasons why adults attend school. (View Transparency 30)

1. To satisfy basic literacy needs
2. To satisfy social needs
3. To reach certain occupational attainments
4. To upgrade skills
5. To meet avocational purposes (hobby, recreation, leisure time use)
6. To attain preparation for college admission or vocational admission
7. To motivate their own siblings (aspiration, inspiration)

8. To meet the new curriculum in order to assist siblings at home

9. To satisfy personal need, e.g., typing (to go to college work better; sewing - to prepare children's clothing, etc.)

10. To enhance own self-image; a high school diploma is needed to command respect.

The instructor should assume a positive attitude toward each individual student's goals, and act accordingly. Individualization of student performance to attaining his goals poses a challenge for further discussion.[22]

In summary, a quick review of the major characteristics of the adult learner and some factors which are different in working with adults are presented: (View Transparencies 31-35)

1. Attendance is voluntary and conditioned by a practical motive; the adult is free to walk out, if he feels he is not getting what he wants.

2. Students bring a mature, rich experience to class which conditions the learning by making it easier at times, but imperative that new facts be related to this background of experience.

3. Learning is conditioned by the general decline in learning capacity.

4. Since the adult usually has a ready-made motive or purpose when he comes to school, learning is of greater consequence and more worthwhile to him.

5. The adult has handicaps which he must overcome: physiological changes, psychological handicaps of prejudice, set patterns and habits, fatigue resulting from a full day's work prior to class.

6. The adult needs more time to learn.

7. The adult needs to see an immediate benefit to himself in what he learns.

8. The adult is always ready to learn if the material presented bears upon his needs or deals with the concrete, practical problems of community life.

9. The adult is not content to be a spectator; he needs to participate in the activities of the class frequently during a session.

10. The adult feels a sense of hurry; a shortness of time in which to learn; he is an impatient learner.

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[22] Boyet, ed., pp. 11-12.

11. The adult must acquire and retain a high degree of self-confidence and must possess a far greater feeling of success than children.

12. The wide variation in the experience, age and education of adults accentuates the role played by individual differences in adult education.

13. Adult learning experiences are, in most cases, supplementary or complementary to some major occupation other than education.

14. The motivation for adult learning is closely related to the problems encountered by the learner in his daily life in the community.

15. The content of what is taught must help prepare the adult to use at once what he has learned or experienced in class and to assist him in the problems he faces from day to day.

16. One of the primary objectives of the learning situation should be to provide satisfaction of achievement for the learner.

17. Expansion of the immediate horizons of the adult and his growth in the acquisition and use of the skills needed for effective citizenship should pervade the objectives of the entire program.

PART H. CHARACTERISTICS OF THE ADULT EDUCATION TEACHER

The key to a successful adult education program is good instruction. Teaching adults is a challenging opportunity because not only does the teacher teach, but he also changes the lives of many people. The teacher will be lifting the horizons of hope and aspiration for many who feel discouraged and defeated. The teacher is the vital personal ingredient which motivates and influences adult students to successful accomplishment. The teacher makes real the possibility of a better life. The term "teacher" may be liberalized to include the concept of the term "leading" or "leader" when applied to programs of public school adult education. The person working with the adult students in these classes is a "teacher" last of all. He must be inspiration, hope, a source of happiness, adviser and companion to the adult students who come under his guidance. He will need to have the wisdom of Solomon, the tact of a diplomat, the patience of Job, as well as possess the force and personality of a leader and familiarity with the methods and techniques of working with adult students.

Some characteristics of the adult education teacher may be listed as follows:

1. Understanding that their purpose in teaching is one of freeing rather than controlling adults.
2. Helpful rather than dominating.
3. Attitude of acceptance rather than rejection.
4. Positive rather than negative.
5. Open rather than closed to experience.
6. Prepares lessons well.
7. Uses subject matter at the students' level of comprehension.
8. Sensitive to students' abilities - not rushing, yet not letting the lesson drag.
9. Gives students time to think but not time to be embarrassed because they do not know the answer.
10. Never uses ridicule or sarcasm.
11. Unfailingly patient and understanding rather than condemning.
12. Praises the students often.
13. Creative - able to create materials and use new approaches.
14. Tactful
15. Flexible.

16. Exhibits initiative.

17. Loyalty-builds up faith in students, employers, and the future of adult education.

18. Versatile - uses available resources.

19. Perceptive - short-range tricks so that students can learn something quickly and successfully.

20. Sensitive to signs of negative feelings.

21. Tomorrow-looking - instills in students awareness of the world around them.

22. Optimistic - sends out rays of confidence to students.

23. Warm and friendly personality.

24. Sincere interest in people.

25. Accepts all human beings as they are with enthusiasm.

26. Eager to grow and learn new methods.

27. Good observer and an excellent listener.

28. A true desire to help the educationally disadvantaged.

29. Knowledge of cultures, customs, and political structure of the community.

30. A genuine concern for the needs of adult students.

31. Emotionally stable.

32. Ability to communicate on the students' level.

33. Ability to create an atmosphere for learning totally different from the implanted image of education that once was unpleasant to the dropout.

34. Ability to deal properly with confidential material and information.

35. Knowledge of laws of learning.

36. Familiarity with characteristics and blocks to learning of adult listeners.

37. Ability to create a good climate for learning.

38. Involves students in planning and class activity.

39. Ability to give students direction.

40. Understands philosophy of adult education, available curricula materials, and criteria for the selection of adult materials.

41. Establishes rapport with the students.

42. Does not impose middle class values and way of life on the students.[23]

Implications for Teaching Adult Education

Poor attendance and a high dropout rate may be expected if teachers do not show that kind of concern for students that may sometimes necessitate putting aside basic fundamental skills and finding new ways to work with their students. The teacher must recognize immediate and pressing concerns which students bring with them. This means that the teacher may have to work with the families of the students, care for their physical health, call upon other agencies to aid students during times of financial or other emergencies and assist them in various other ways through their crises.

All people need acceptance. These people must be accepted for what they are because they are constantly being turned down on the basis of what they cannot do.

The teacher must help these students to recognize when they have a problem and that there are several ways in which the problem can be solved. The teache guides them in making a decision as to which solution they should use.

The teacher should create in these students a desire to set examples for other people in their community who are uneducated and who are not doing anything about it. This should be done in such a way as not to lose friends as a result of the changes they themselves have made in their ways of living due to the newly acquired knowledge.

The teacher must see to it that each student experiences some success each time he attends class. This can be done by knowing the goals of each student.

The teacher should help the students discover what their individual difficulties are by working with them and adjusting contents of instructional programs to aid in overcoming these difficulties.

After the temporary frustrations, there will be deep satisfaction in watching the happiness displayed by the students as they master each step in attaining their goal.[24] (View Transparency 36)

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[23] Gresham, ed., pp. 11-12

[24] Ibid., pp. 12-13.

APPENDIX

Appendix A

THE CULTURAL CHASM

THE CONCEPT OF...	IN MIDDLE-CLASS TERMS STANDS FOR...	BUT TO THE LOWER CLASS IS...
Authority (courts, police, school principal)	Security--to be taken for granted, wooed	Something hated, to be avoided
Education	The road to better things for one's children and oneself	An obstacle course to be surmounted until the children can go to work
Joining a Church	A step necessary for social acceptance	An emotional release
Ideal Goal	Money, Property, to be accepted by the successful	"Coolness"; to "make out" without attracting attention of the authorities
Society	The pattern one conforms to in the interests of security and being popular	"The Man"--an enemy to be resisted and suspected
Delinquency	An evil originating outside the middle-class home	One of life's inevitable events to be ignored unless the police get into the act
The Future	A rosey horizon	Nonexistent, So live each moment fully
"The Street"	A path for the auto	A meeting place, an escape from a crowded home
Liquor	Sociability, cocktail parties	A means to welcome oblivion
Violence	The last resort of authorities for protecting the lawabiding	A tool for living and getting on
Sex	An adventure and a binding force for the family--creating problems of birth control	One of life's few free pleasures
Money	A resource to be cautiously spent and saved for the future	Something to be used now before it disappears

Appendix B

MINI-CURRICULUM
CONTENT AREA: Consumer Education
TOPIC: Buying Foods
GRADE LEVEL: Intermediate

Prepared by - - - - - - - - - - - - - - - - - -
Concept: The techniques of buying food is necessary skill for the poor.
Purpose: To aid adult students in gaining more efficient means of buying foods.

Performance objectives: By the end of the unit the student will be able to:

1. Demonstrate his ability to make sound purchases of food by answering 70% of the items on a teacher-made evaluation instrument, based on experiences provided during the unit.
2. Interpret date codes, compare brand contents and determine amounts of ingredients in cans and containers.
3. Compare container size in relationship to price.

Activities

1. Field trip to local market for comparative shopping.
2. Demonstration of container size and contents.
3. Demonstration of can size and contents.
4. Evaluation of newspaper food ads.
5. Discussion of students' experiences in previous shopping.
6. Discussion of comparative shopping.
7. Showing of appropriate movies (U.S. Department of Agriculture)
8. Discussion of following topics: freshness, date codes, price comparison, weights, "brand" food buying, special date and food sales, store displays and ads.

Teacher Preparation

1. Secure cans and containers for class discussions.
2. Secure speaker (food store manager, consumer expert, etc.)
3. Arrange field trip to market.
4. Reserve audiovisual equipment.

Material, Aids

1. Pamphlets, selected to meet specific needs.
2. Movie selected to meet specific needs.
3. Local food advertisement.
4. Sample cans and containers.

Evaluation

1. Teacher-made test.
2. Have students demonstrate ability to read contents on cans and containers.
3. Have students demonstrate ability to read date codes.
4. Have students write a shopping list that contains the best value--quality and quantity-wise.

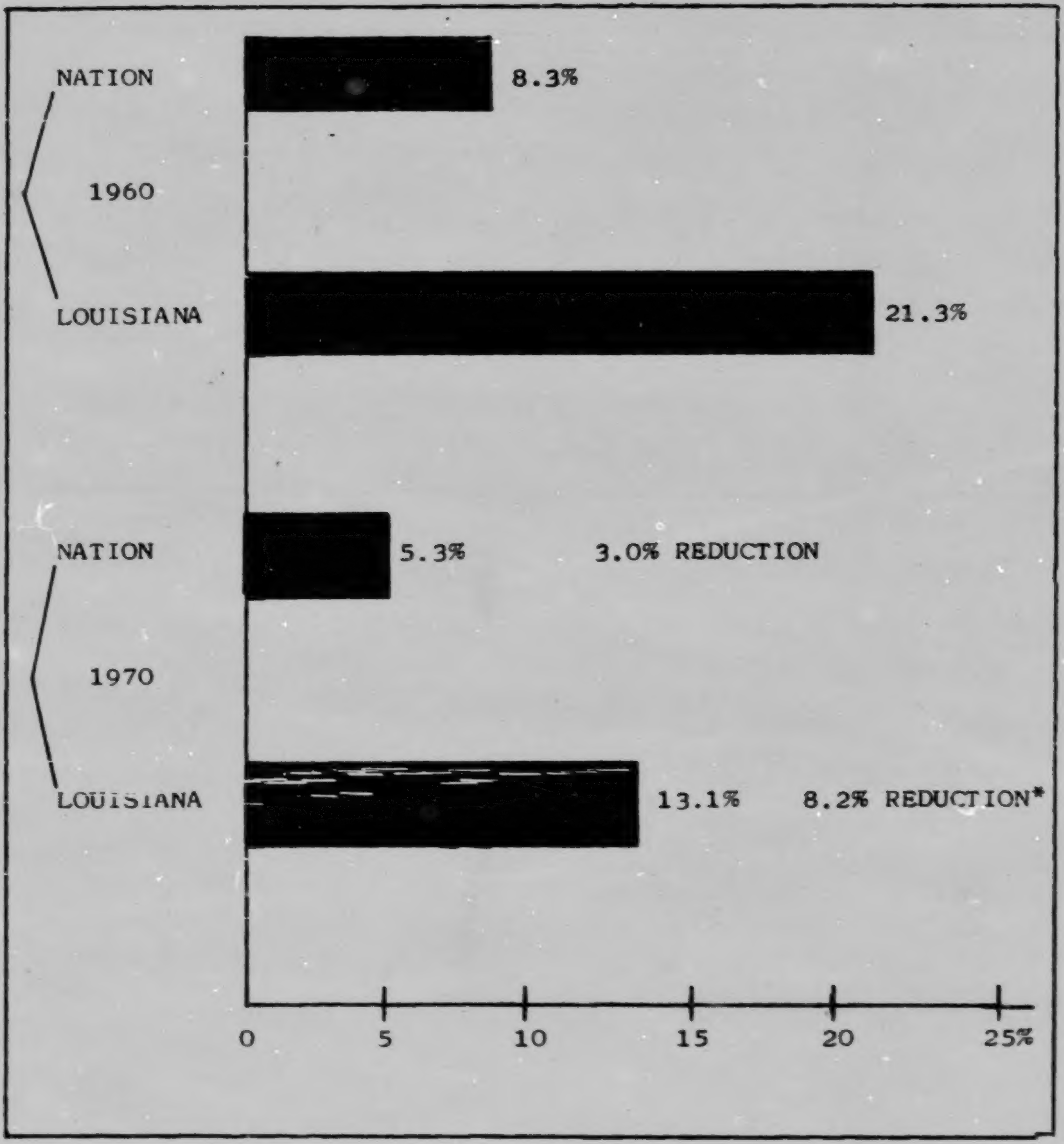
TRANSPARENCIES

ILLITERACY DEFINED

AS USED HERE, ILLITERACY IS DEFINED AS THE INABILITY TO READ AND WRITE A SIMPLE MESSAGE EITHER IN ENGLISH OR IN ANY OTHER LANGUAGE. ILLITERACY, IN THIS SENSE, SHOULD BE CLEARLY DISTINGUISHED FROM "FUNCTIONAL ILLITERACY." FUNCTIONAL ILLITERACY HAS BEEN COMMONLY USED TO DENOTE A PERSON WHO HAS COMPLETED FEWER THAN FIVE YEARS OF SCHOOL AND HAS A LACK OF ABILITY OR SKILLS NEEDED TO DEAL WITH THE PROBLEM OF EMPLOYMENT, OBTAINING ADEQUATE SHELTER, FOOD, CLOTHING, AND ASSUMING CITIZENSHIP RESPONSIBILITIES.

Transparency 2

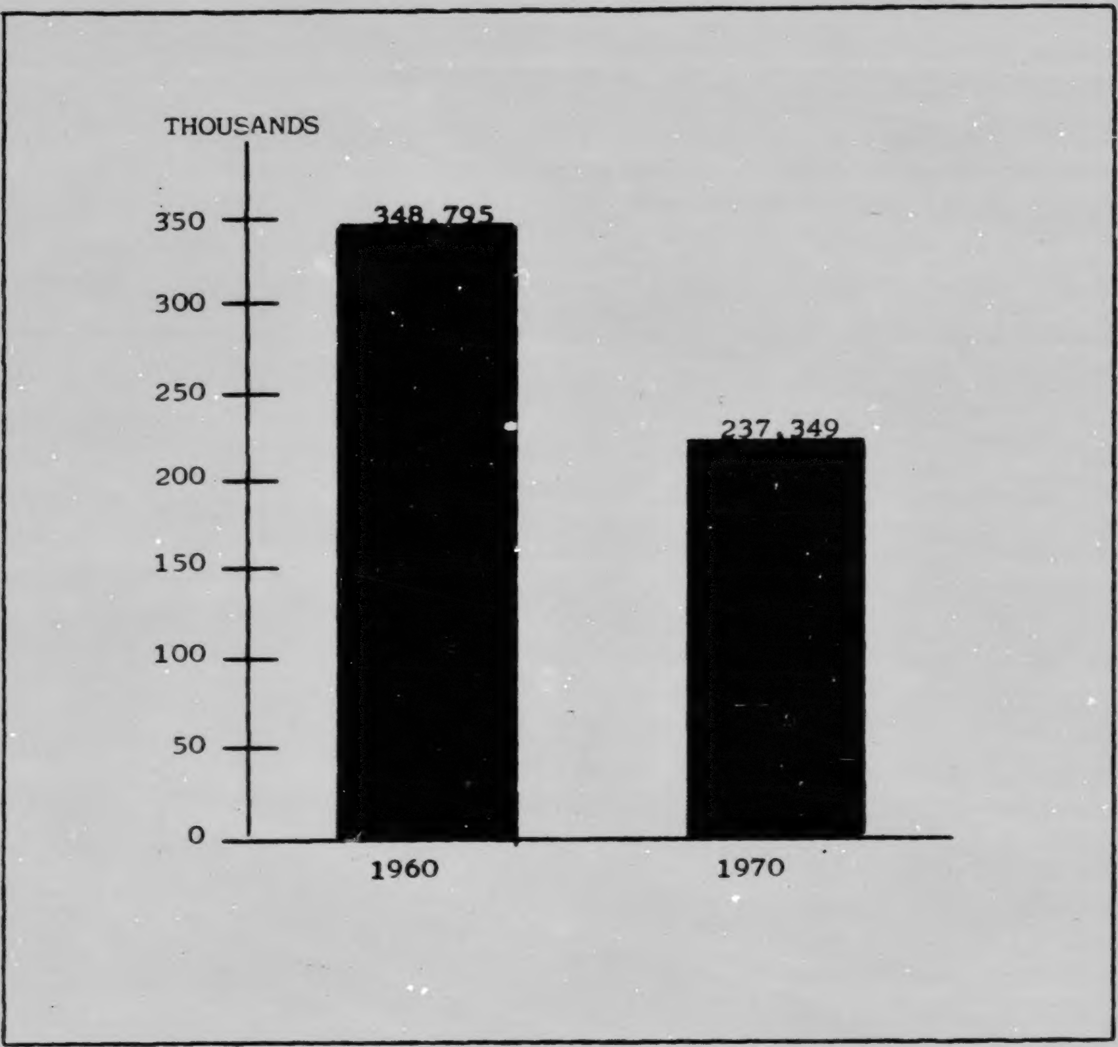
DECREASING ILLITERACY IN LOUISIANA



8.2% REDUCTION IN PERCENTAGE OF ILLITERATES
AND FUNCTIONAL ILLITERATES

* The 8.2 per cent ties with South Carolina of being the highest per cent of illiteracy reduction in the U.S. from 1960-1970.

APPROXIMATELY 32% DECREASE IN THE NUMBER OF ILLITERATES AND FUNCTIONAL ILLITERATES--



A DECREASE OF 111,446 ADULTS 25 YEARS OLD AND OVER WITH LESS THAN 5 YEARS OF EDUCATION IN LOUISIANA

STATISTICS SHOWING THE AGE OF ILLITERATES AND FUNCTIONAL ILLITERATES IN LOUISIANA
ADULTS 25 YEARS AND OVER
1970 CENSUS

Age Range	No Schooling Male	No Schooling Female	Total M & F	Total %	Grades 1-4 Male	Grades 1-4 Female	Total (M&F) Grades 1-4	Total Percentage
25-29	1,441	1,390	2,831	4.02	2,077	1,317	3,394	2.03
30-34	1,061	980	2,041	2.90	2,990	1,877	4,867	2.91
35-39	1,391	1,135	2,526	3,59	4,727	3,157	7,884	4.72
40-44	1,696	1,563	3,259	4,63	6,591	4,485	11,076	6.63
45-49	2,343	1,939	4,282	6.08	8,317	6,027	14,344	8.58
50-54	2,962	2,374	5,336	7.58	10,072	7,470	17,542	10.50
55-59	3,644	3,424	7,068	10.04	11,195	9,046	20,241	12.12
60-64	4,289	4,112	8,401	11.94	12,165	10,389	22,554	13.50
65-69	5,098	5,494	10,592	15.05	11,704	11,412	23,116	13.84
70-74	4,312	4,443	8,755	12.44	8,452	9,241	17,693	10.59
75 & over	6,783	8,479	15,262	21.69	10,869	13,416	24,285	14.54
TOTAL	35,020	35,333	70,353	99.96	89,159	77,837	166,996	99.96

Total Number Illiterates and Functional Illiterates	237,349
Average age	59.5 yrs.

SUMMARY

- LOUISIANA HAD THE HIGHEST PERCENTAGE OF ADULTS WITH NO SCHOOLING IN 1970 JUST AS IT DID IN 1960.
- LOUISIANA HAD THE HIGHEST PERCENTAGE OF ADULTS WHO WERE FUNTIONAL ILLITERATES FOR THE PAST THREE DECENNIAL CENSUSES--1950, 1060 and 1970.
- LOUISIANA FAILED TO ADVANCE FROM ITS 41st POSITION IN THE PERCENTAGE OF ADULTS COMPLETING HIGH SCHOOL.
- IT IS ONLY IN THE PROPORTION OF ADULTS WHO COMPLETED COLLEGE THAT LOUISIANA ESCAPED RANKING AMONG THE BOTTOM STATES.
- THE MEDIAN SCHOOL YEARS ACHIEVED BY LOUISIANA'S ADULTS IN 1970 APPROXIMATED THE U.S. AVERAGE 10 YEARS BEFORE, IN 1960.
- THE PROPORTION OF ADULTS IN LOUISIANA WITH NO SCHOOLING IN 1970 WAS ABOUT THE LEVEL FOR THE UNITED STATES 30 YEARS AGO IN 1940.
- LOUISIANA'S PERCENTAGE OF ADULTS WHO WERE FUNTIONAL ILLITERATES IN 1970 WAS ABOUT THE LEVEL FOR THE COUNTRY 3 DECADES AGO IN 1940.
- THE PERCENTAGE OF LOUISIANA ADULTS WHO AT LEAST COMPLETED HIGH SCHOOL IN 1970 APPROXIMATED THE 1960 LEVEL FOR THE U.S.
- IT IS ONLY IN THE PROPORTION OF ADULTS WHO COMPLETED COLLEGE THAT LOUISIANA APPROACHED THE U.S. AVERAGE IN 1970.

Transparency 6

IF LOUISIANA MAKES EDUCATIONAL ADVANCEMENTS AT THE SAME PACE AS THE REST OF THE COUNTRY DURING THE 1970'S, IT WILL CONTINUE TO LAG 10 OR MORE YEARS BEHIND OTHER STATES BY 1980. LOUISIANA IS SO FAR BEHIND THAT IT CANNOT PROGRESS AT AN AVERAGE RATE--IT MUST MOVE FASTER.

THE UNDEREDUCATED ADULT

I COME FROM A LOW
SOCIAL AND ECONOMIC
GROUP.
LIKE, I'M POOR!

I FAILED IN JR. HIGH
AND HIGH SCHOOL
WHY FIGHT IT! ABE
IS THE SAME!

MAN! I CAN'T UNDERSTAND
HALF THE WORDS THE
INSTRUCTOR USES!

YEAH! SCHOOL'S GREAT,
BUT I WANT A BETTER JOB
AND MORE $$ NOW! THIS
ROUTE'S TOO SLOW!

IF I OPEN MY MOUTH
I'LL PROBABLY GOOF
AND THE CLASS WILL
LAUGH--
THAT'S EMBARRASSING!

NO BABYSITTER, NO
BUS FARE! IT
BECAME A RAT RACE!

SURE I WANT AN EDUCATION,
BUT I GOT A FAMILY--
THERE'S A JOB IN THE
NEXT TOWN.

RODMAN'S ECONOMIC LEVEL FACTORS

The lower the economic level:

1. The higher the incidence of family disorganization.
2. The greater the sense of alienation from the larger society.
3. The higher the incidence of symptoms of mental disorder.
4. The less competence with standard English
5. The higher the rate of illness and mortality.
6. The lower the need for achievement.
7. The less likely are parents to explain the rules of obedience to their children.
8. The higher are crime and deliquency rates.
9. The more likely to be liberal on economic issues but somewhat less liberal on civil liberties.

HUMAN CHARACTERISTICS

UNEMPLOYED

TIMID

PRESENT-TIME ORIENTATION

UNAWARENESS OF OPPORTUNITIES

REJECTS COMPETITION

COMES FROM ETHNICALLY DIVERGENT BACKGROUND

OFTEN TRANSIENT

SUFFERED MANY UNSUCCESSFUL EXPERIENCES IN EDUCATIONAL SETTING

CHARACTERISTICS AND IMPLICATIONS

1. LACK OF SELF-CONFIDENCE____________________IMPLICATIONS?
2. FEAR OF SCHOOL____________________IMPLICATIONS?
3. LIVING IN CONDITIONS OF ECONOMIC POVERTY__________IMPLICATIONS?
4. PROBABLY BELOW AVERAGE IN SCHOLASTIC APTITUDE_____IMPLICATIONS?
5. CULTURALLY DEPRIVED____________________IMPLICATIONS?
6. VALUES, ATTITUDES, AND GOALS DIFFER FROM UPPER AND MIDDLE-CLASS NORMS____________________IMPLICATIONS?
7. WEAK MOTIVATION____________________IMPLICATIONS?
8. UNUSUALLY SENSITIVE TO NON-VERBAL FORMS OF COMMUNICATION____________________IMPLICATIONS?
9. FEELING OF HELPLESSNESS____________________IMPLICATIONS?
10. VARYING LEVELS OF INTELLIGENCE____________________IMPLICATIONS?
11. "LIVE FOR TODAY" PHILOSOPHY____________________IMPLICATIONS?
12. HOSTILITY TOWARD AUTHORITY____________________IMPLICATIONS?
13. RETICENCE____________________IMPLICATIONS?
14. USE OF DEFENSE MECHANISMS____________________IMPLICATIONS?
15. NEED FOR STATUS____________________IMPLICATIONS?
16. TENDENCY TO LOSE INTEREST____________________IMPLICATIONS?

POSITIVE CHARACTERISTICS

1. EAGERNESS TO LEARN
2. ATTENDS SCHOOL REGULARLY AND VOLUNTARILY
3. ASKS PERTINENT QUESTIONS
4. WORKS DILIGENTLY
5. POLITNESS
6. SHOWS RESPECT FOR TEACHER AND OTHER MEMBERS OF THE CLASS AND IS HIGHLY RESPONSIVE TO PERSONNEL ATTENTION
7. WILLINGNESS TO HELP ONE ANOTHER
8. USES SCHOOL TIME WISELY
9. ALWAYS HAS NECESSARY TOOLS FOR SCHOOL WORK
10. WANTS SOCIAL CONTACT
11. ENJOYS HAVING TALENTS AND INFORMATION USED IN TEACHING EXPERIENCE
12. IS OFTEN HIGHLY RELIGIOUS
13. USUALLY HAS A KEEN INSIGHT INTO HUMAN ASSOCIATIONS (IT HAS BECOME NECESSARY FOR HIM TO DEVELOP THIS IN ORDER TO SURVIVE AT ALL).
14. IS HIGHLY RESPONSIVE TO IMMEDIATE REWARD FOR EFFORTS EXPENDED
15. OFTEN HAS HIGH AMBITIONS FOR HIS CHILDREN. THIS IS PARTICULARLY TRUE OF DISADVANTAGED BLACKS, ACCORDING TO BLUM.

1. NEEDS OF ABE STUDENTS

OUTLINE OF HUMAN NEEDS BY ABRAHAM MASLOW

A. THE MORE PRIMITIVE OR "LOWER" NEEDS HAVE TO BE SATISFIED FIRST.

B. HIGHER NEEDS WILL NOT TRY TO BE MET BY THE PERSON UNTIL HIS LOWER NEEDS ARE MET.

C. MALADJUSTMENT CAN RESULT IF THE MORE BASIC NEEDS HAVE NOT BEEN MET WHILE TRYING TO SATISFY HIGHER NEEDS.

II. BIOLOGICAL AND SURVIVAL NEEDS:

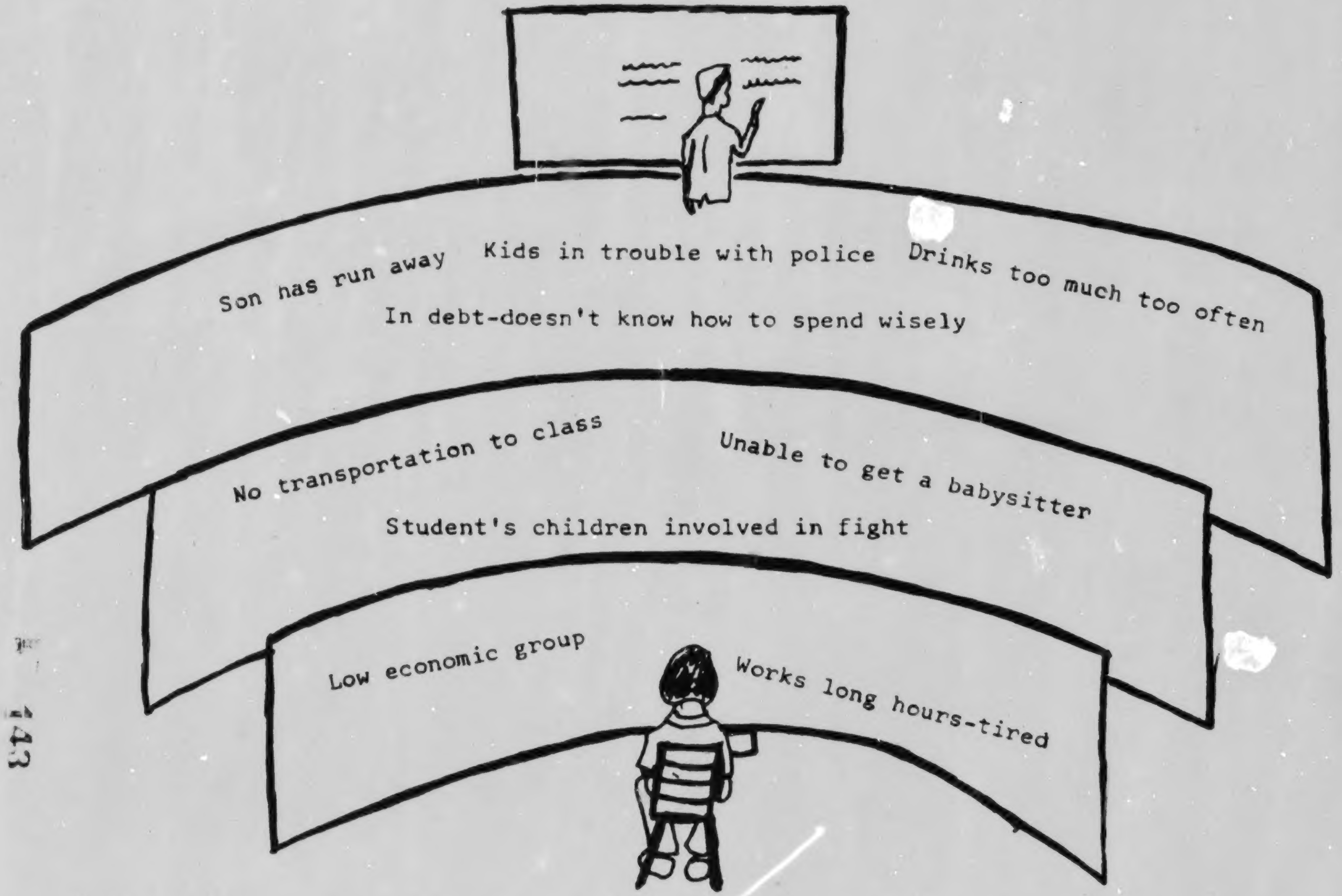
1. OXYGEN, WATER, FOOD, AND MINERALS
2. TEMPERATURE MODERATION : NOT TOO MUCH COLD OR TOO MUCH HEAT
3. SAFETY:
   - A. ADEQUATE SHELTER, SAFE VEHICLES, SAFE WORKING CONDITIONS
   - B. SAFETY FROM DISEASE AND ILLNESS
   - C. SAFETY FROM OTHER INJURIES

III. EMOTIONAL NEEDS

4. SECURITY AND DEPENDENCY NEEDS
5. LOVE AND AFFECTION NEEDS
6. SEXUAL NEEDS
7. SOCIAL NEEDS
    - A. FAMILY
    - B. FRIENDS
    - C. COMMUNITY
8. EXPRESSION OF AGGRESSION NEEDS

IV. HIGHER ORDER NEEDS:

9. INTELLECTUAL AND CURIOSITY NEEDS
10. "SELF-ACTUALIZATION" OR ENHANCING NEEDS
11. ARTISTIC OR AESTHETIC NEEDS



Son has run away

Kids in trouble with police

Drinks too much too often

In debt-doesn't know how to spend wisely

No transportation to class

Unable to get a babysitter

Student's children involved in fight

Low economic group

Works long hours-tired

DOMESTIC PROBLEMS=SCHOOL PROBLEMS

AREAS OF DIFFICULTY:

EDUCATIONAL PROBLEMS

HEALTH PROBLEMS

VOCATIONAL PROBLEMS

FINANCIAL PROBLEMS

COMMUNITY PROBLEMS

FAMILY PROBLEMS

PSYCHOLOGICAL PROBLEMS

THE COMMUNITY -- IT'S VIEWS ON THE ABE STUDENT

WOMEN ON WELFARE --
PROMISCUOUS, IMMORAL

They like welfare!
Basically lazy!

HE'S POOR!
(AND THAT'S BAD?)

THEY'RE ALL ON WELFARE
(ARN'T THEY?)

HE CAN'T READ!
(AT LEAST WE DON'T THINK HE CAN)

DON'T WORRY ABOUT HIS
VIEWS -- HE DOESN'T VOTE!
(NO INFLUENCE)

DOESN'T CARE FOR
HIS CHILDREN!!

MORE KIDS = MORE $$
THAT'S THEIR GOAL.

CULTURE? THEY DON'T
HAVE ANY CULTURE!

REASONS FOR NON-PARTICIPATION IN COMMUNITY AFFAIRS:

1. DOESN'T BELIEVE IN THE POWER OF ONE VOTE--HIS.
2. BELIEVES POLITICIANS RUN THINGS REGARDLESS OF WHAT THE PEOPLE WANT.
3. DOESN'T SEE THE VALUE OF TEACHERS AND PARENTS MEETING TO DISCUSS PROBLEMS.
4. DOESN'T BELIEVE HE IS SMART ENOUGH TO CONTRIBUTE ANYTHING OF VALUE TO CIVIC GROUPS (His educational level embarrasses him.)
5. WORKS LONG HOURS AND IS TOO TIRED TO ATTEND ANY KIND OF MEETING.
6. DOES NOT KNOW WHAT'S GOING ON IN THE COMMUNITY. HE DOESN'T KEEP UP WITH COMMUNITY AFFAIRS.

CHANNELS FOR PARTICIPATION IN COMMUNITY AFFAIRS

1. PTA - Parent-Teachers' Association
2. Community Action Programs
3. Voter Registration
4. Civic Clubs
5. Church Activities
6. Local Level Politics (precinct, ward, and parish)
7. Ethnic Groups

SIX STEPS IN THE REFERRAL PROCEDURE

1. ANALYZE THE STUDENT'S NEEDS
2. DETERMINE WHAT IS AVAILABLE AND BEST FITS THE STUDENT'S PROBLEM
3. DISCUSS WITH STUDENT
4. MAKE CONTACT WITH AGENCY AND DISCUSS PROBLEM
5. ASSIST IN MAKING APPLICATION AND HELP THE STUDENT KEEP APPOINTMENTS
6. FOLLOW-UP

AREAS OF REFERRAL SERVICES

1. FAMILY PLANNING
2. HEALTH
3. LEGAL AID
4. VOCATIONAL
5. FINANCES
6. EDUCATIONAL

LEARNING OCCURS WHEN

1. A PERSON WANTS TO LEARN.
2. THE SUBJECT MATTER IS GEARED TO HIS PHYSICAL AND INTELLECTUAL LEVEL.
3. THE STUDENT CAN SEE THE RELATIONSHIP BETWEEN WHAT HE IS LEARNING AND HIS GOAL.
4. THE STUDENT CAN MEASURE HIS PROGRESS TOWARD HIS GOAL AND RECOGNIZE ACCOMPLISHMENT.

IMPORTANT PRINCIPLES OF ADULT LEARNING

1. AN ADULT LEARNS BEST WHEN HE IS AWARE OF HIS NEED FOR LEARNING.

2. AN ADULT LEARNS BEST WHEN THE TEACHER SHOWS A PERSONAL INTEREST IN HIM.

3. AN ADULT LEARNS BEST WHEN SEVERAL SENSES ARE INVOLVED.

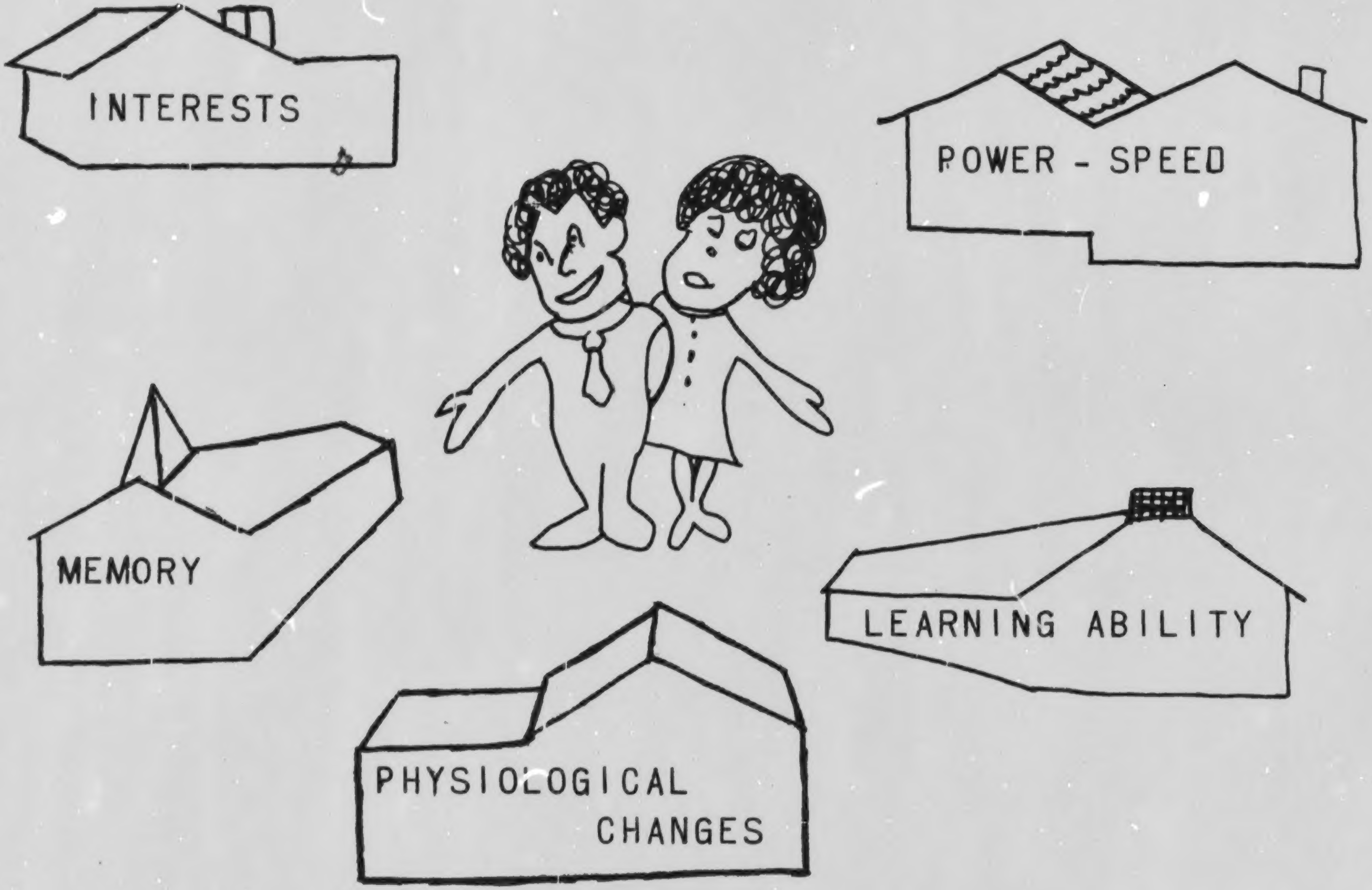
4. AN ADULT LEARNS BEST WHEN HIS LEARNING IS PUT TO USE.

5. AN ADULT LEARNS BEST IN A FAVORABLE PHYSICAL ENVIRONMENT.

6. AN ADULT LEARNS BEST IN A FAVORABLE SOCIAL ENVIRONMENT.

7. AN ADULT LEARNS BEST WHEN HE CAN RECOGNIZE HIS PROGRESS.

FIVE FACTORS OF FUNDAMENTAL SIGNIFICANCE

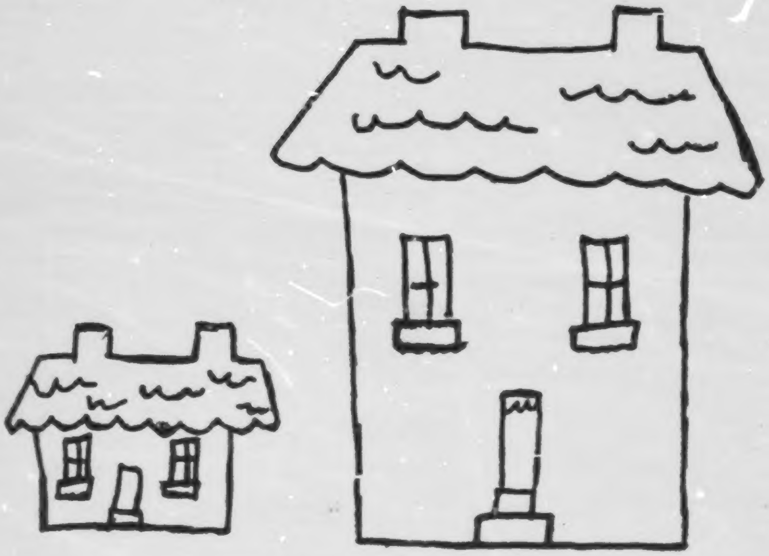

INTERESTS
POWER - SPEED
MEMORY
LEARNING ABILITY
PHYSIOLOGICAL CHANGES

FALSE ASSUMPTIONS

1. All Students **ARE** Capable of Attaining Equal Levels of Academic and Social Achievement.
2. Covering the Book or Subject Area **IS** the Primary and Only Purpose of Teaching
3. Students **ARE** More Alike Than Different in Ability
4. All Students Learn Most Effectively by the Same Method
5. All Students Have Had Similar Social Experiences and Academic Accomplishments.
6. All Students Have the Same Needs.

PRINCIPLES SIMILIAR FOR BOTH CHILDREN AND ADULTS

1. A learning experience must be goal directed.
2. A learning experience is shared; the learner is a partner in the process.
3. Facts to be learned should be functional and meaningful.
4. Presentation should be varied, clear, and implemented by many methods and devices.
5. The laws of learning should be constantly kept in mind.
6. Individual differences must be considered in the planning and teaching.



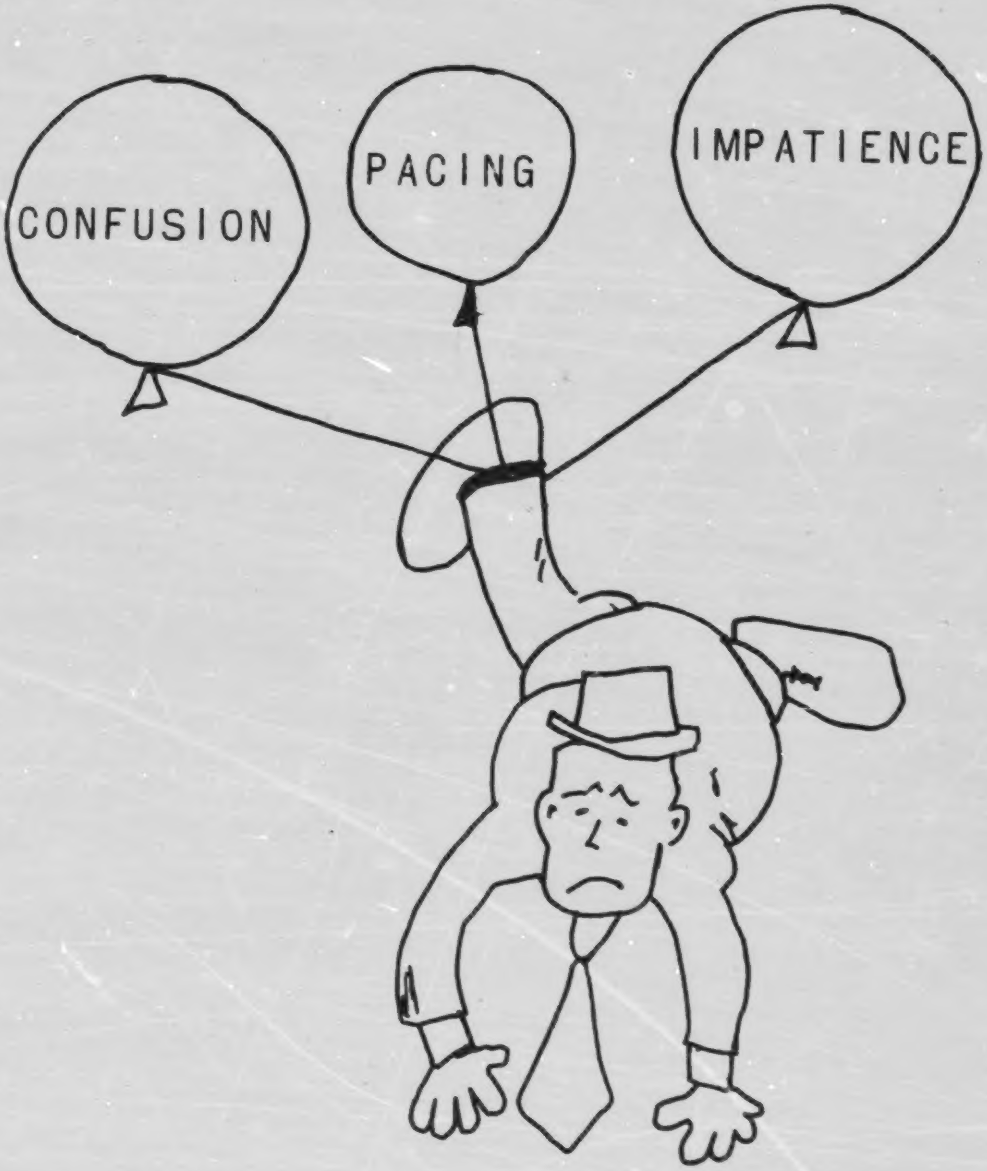
ADULT STUDENTS DIFFER AS TO:

1. AGE
2. INTERESTS
3. NEEDS
4. READINESS

Transparency 29

SOME EDUCATIONAL CHARACTERISTICS OF THE ADULT LEARNER

1. IMPATIENT LEARNERS
2. LEARNING ABILITY CONFUSED WITH PERFORMANCE ABILITY
3. PACED LEARNERS


CONFUSION
PACING
IMPATIENCE

TEN REASONS WHY ADULTS ATTEND SCHOOL

1. TO SATISFY BASIC LITERACY NEEDS
2. TO SATISFY SOCIAL NEEDS
3. TO REACH OCCUPATIONAL ATTAINMENTS
4. TO UPGRADE SKILLS
5. TO MEET AVOCATIONAL PURPOSES
6. TO ATTAIN PREPARATION FOR COLLEGE AND/OR VOCATIONAL TRAINING ADMISSION
7. TO MOTIVATE THEIR OWN SIBLINGS
8. TO MEET THE NEW CURRICULUM IN ORDER TO ASSIST SIBLINGS AT HOME
9. TO SATISFY PERSONAL NEEDS
10. TO ENHANCE OWN SELF-IMAGE

FACTORS WHICH ARE DIFFERENT IN WORKING WITH ADULTS

- ATTENDANCE IS VOLUNTARY AND CONDITIONED BY A PRACTICAL MOTIVE; THE ADULT IS FREE TO WALK OUT IF HE FEELS HE IS NOT GETTING WHAT HE WANTS.

- STUDENTS BRING A MATURE, RICH EXPERIENCE TO CLASS WHICH CONDITIONS THE LEARNING BY MAKING IT EASIER AT TIMES, BUT IMPERATIVE THAT NEW FACTS BE RELATED TO THIS BACKGROUND OF EXPERIENCE.

- LEARNING IS CONDITIONED BY THE GENERAL DECLINE IN LEARNING CAPACITY.

- SINCE THE ADULT USUALLY HAS A READY-MADE MOTIVE OR PURPOSE WHEN HE COMES TO SCHOOL, LEARNING IS OF GREATER CONSEQUENCE AND MORE WORTHWHILE TO HIM.

- THE ADULT HAS HANDICAPS WHICH HE MUST OVERCOME- PHYSIOLOGICAL CHANGES, PSYCHOLOGICAL HANDICAPS OF PREJUDICE, SET PATTERNS AND HABITS, FATIGUE RESULTING FROM A FULL DAY'S WORK PRIOR TO CLASS.

- THE ADULT NEEDS MORE TIME TO LEARN.

- THE ADULT NEEDS TO SEE AN IMMEDIATE BENEFIT TO HIMSELF IN WHAT HE LEARNS.

- THE ADULT IS ALWAYS READY TO LEARN IF THE MATERIAL PRESENTED BEARS UPON HIS NEEDS OR DEALS WITH THE CONCRETE, PRACTICAL PROBLEMS OF COMMUNITY LIFE.

- THE ADULT IS NOT CONTENT TO BE A SPECTATOR; HE NEEDS TO PARTICIPATE IN THE ACTIVITIES OF THE CLASS FREQUENTLY DURING A SESSION.

- THE ADULT FEELS A SENSE OF HURRY, A SHORTNESS OF TIME IN WHICH TO LEARN; HE IS AN IMPATIENT LEARNER.

- THE ADULT MUST ACQUIRE AND RETAIN A HIGH DEGREE OF SELF CONFIDENCE AND MUST POSSESS A GREATER FEELING OF SUCCESS THAN CHILDREN.

- THE WIDE VARIATION IN THE EXPERIENCE, AGE AND EDUCATION OF ADULTS ACCENTUATES THE ROLE PLAYED BY INDIVIDUAL DIFFERENCES IN ADULT EDUCATION.

- ADULT LEARNING EXPERIENCES ARE, IN MOST CASES, SUPPLEMENTARY OR COMPLEMENTARY TO SOME MAJOR OCCUPATION OTHER THAN EDUCATION.

FACTS TO KEEP IN MIND ABOUT THE ABE STUDENT

- THE MOTIVATION FOR ADULT LEARNING IS CLOSELY RELATED TO THE PROBLEMS ENCOUNTERED BY THE LEARNER IN HIS DAILY LIFE IN THE COMMUNITY.

- THE CONTENT OF WHAT IS TAUGHT MUST HELP PREPARE THE ADULT TO USE AT ONCE WHAT HE HAS LEARNED OR EXPERIENCED IN CLASS AND TO ASSIST HIM IN THE PROBLEMS HE FACES FROM DAY TO DAY.

- ONE OF THE PRIMARY OBJECTIVES OF THE LEARNING SITUATION SHOULD BE TO PROVIDE A SATISFACTION OF ACHIEVEMENT FOR THE LEARNER.

- EXPANSION OF THE IMMEDIATE HORIZONS OF THE ADULT AND HIS GROWTH IN THE ACQUISITION AND USE OF THE SKILLS NEEDED FOR EFFECTIVE CITIZENSHIP SHOULD PERVADE THE OBJECTIVES OF THE ENTIRE PROGRAM.

YOU AND I AS ADULTS HAVE THESE SAME NEEDS AND DESIRES. THEREFORE, WE HAVE A COMMON PLACE WHERE WE CAN WORK TOGETHER, NOT AS A MASTER AND SLAVE OR EVEN TEACHER AND STUDENT, BUT AS COMPANIONS IN LEARNING; COMPANIONS IN LEARNING TO HELP OURSELVES AS WELL AS TO HELP OTHERS.

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DEVELOPING BEHAVIORAL OBJECTIVES FOR ADULT LEARNERS

A. Introduction to Behavioral Objectives

B. Activities for Developing Behavioral Objectives

by

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DEVELOPING BEHAVIORAL OBJECTIVES FOR ADULT LEARNERS

OUTLINE

I. Behavioral Objectives

- A. Given a set of behavioral and non-behavioral objectives, participants will select behaviorally stated objectives.
- B. Using the instructional segments provided, the participants will write a minimum of ten (10) specific and measurable behavioral objectives.

II. Activities

- A. Filmstrip-tape presentation in general session
- B. Small-group activities
  1. Review large-group presentation.
  2. Participant will select from a list of eighteen objectives, those stated behaviorally.
  3. Each participant will write ten (10) specific and measurable behavioral objectives.

III. Narrative

- A. Introduction to Behavioral Objectives
  1. Short lecture on "The General Model of Instruction"
  2. Filmstrip-tape presentation, "Educational Objectives"
  3. Transparency presentation on Mager's format for the preparation of behavioral objectives
- B. Activities for Developing Behavioral Objectives
  1. Review and discussion of background information for writing behavioral objectives
  2. Instructions to participants

IV. Supportive Materials

- A. Filmstrip - "Educational Objectives"
- B. Transparencies
  1. General Model of Instruction
  2. The Essential Steps in Writing Objectives
  3. Three Examples of Objectives
  4. Rationale
  5. You Will Build a Pyramid
  6. Terminal Behavior
  7. Important Conditions
  8. Performance Criteria
  9. Examples of Terminal Behavior
  10. Non-Behavioral
  11. a. Illustrative Verbs
      b. Illustrative Verbs
      c. Illustrative Verbs

V. Appendix

   A. Answer Sheet for Educational Objectives
   B. Checklist of Behavioral Objectives
   C. Illustrative Verbs

VI. Bibliography

DEVELOPING BEHAVIORAL OBJECTIVES FOR ADULT LEARNERS

PART A: INTRODUCTION TO BEHAVIORAL OBJECTIVES

The systematic development of instruction is of paramount importance to professional educators. General procedures which can be used to deliberately design instructional components serve to maximize the efficiency with which learners achieve pre-determined goals.

The General Model of Instruction (GMI) is an example of a procedural guide which can be used to systematically design instruction. The model guides the development of instruction and provides a conceptual base from which to view and study the instructional process. The major developers of the GMI were Robert Gagné, Robert Glaser, and James Popham.
(View and point out the main elements in the GMI Transparency #1.)[1]

The essential phase of the GMI are Instructional Objectives, Pre-Assessment, Instructional Procedures, and Evaluation. The presence of Instructional Objectives and Evaluation in the model emphasize the need for clear learning goals. Clearly stated objectives are necessary for use in designing instruction and for rational evaluation.

Much has been stated in educational literature recently in support of behavioral or performance objectives. The value of behavioral objectives centers about three themes -- their worth to program evaluation and selection of program materials, their worth to teachers in designing instructional programs, and their worth to the learner in helping him to evaluate his own progress.

An educational objective is an intent which is usually communicated via a statement descriptive of the intent. Advantages exist in preparing clearly stated objectives. Some of these advantages have been previously enumerated. Behavioral objectives should be expressed in terms of learner behavior for the learner is central to the instructional process.

The (filmstrip-tape) presentation "Educational Objectives" develops the concept of behavioral objectives and provides sample behavioral statements.
(View tape-filmstrip "Educational Objectives".)[2]

Robert Mager has developed guidelines for the preparation of behavioral objectives. Mager outlines three essential steps for the preparation of objectives.
(View and point out the three steps listed on Transparency #2.)[3]

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[1] Robert J. Kibler, Lany L. Barker, and David T. Miles, Behavioral Objectives and Instruction (Boston: Allyn and Bacon, Inc., 1970), p. 17.

[2] "Educational Objectives" (Los Angeles: Vimcit Associates, Producer, 1967).

[3] Robert F. Mager, Preparing Instructional Objectives (Palo Alto: Fearon Publishers, 1962), p. 12.

Three examples of objectives which conform to Mager's specifications have been prepared for analysis at this time.

(View transparency and determine the behavioral specifications in each objective - #3.)[4]

Behavioral objectives are one avenue by which to systematically improve instruction. However, the preparation of such objectives does not in itself guarantee that improvement. Additionally, instructors need to be cautioned about the tendency to behaviorize objectives at the lowest levels of cognition. Higher level behaviors are important and a teacher should not overemphasize rote learning. Behavioral objectives are the first step in the formulation of systematic instructional strategy.

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[4] Ibid., pp. 28, 39, 49.

PART B: ACTIVITIES FOR DEVELOPING BEHAVIORAL OBJECTIVES

After the introduction to behavioral objectives is presented, divide into small groups to review the background information for writing behavioral objectives. This review should include the General Model of Instruction, the film presentation and Mager's format for the preparation of behavioral objectives. It is advantageous at this point to discuss the need for behavioral objectives and how they aid the instructor, the student and the ABE program in general.

(View Transparencies 4 through 11c.)

A brief study of the following behavioral objectives, written in the areas of Reading and Math, may aid the trainee in properly composing his own behavioral objectives.

Mathematics

1. Given models of rectangles, circles, triangles, the student will identify each figure.
2. Given pennies, nickels, dimes, the student will name and write the numerals for the numbers.
3. Given single sticks and bundles of ten, the student will name and write the numerals for the numbers.
4. Given bar graphs and picture graphs, the student will answer related questions.
5. Given a polygon, the student will find the area.

Reading

1. The student will underline the main idea in the first paragraph of selection A.
2. The student will re-write the first paragraph in selection A.
3. Given two stories, the student will compare the life styles of characters in each story.
4. The student will write a brief summary of the story.
5. The student will write five words that are difficult for him.
6. The student will supply the missing alphabets.
7. The student will write a summary of the story underlining the topic sentence.

Next, refer to Appendix B where eighteen objectives are listed. Some of these are stated behaviorally and some are not. Trainees should follow the directions and complete the checklist. If desired, the objectives which are not in proper form may be changed.

Now that an introduction to behavioral objectives and the criteria involved in the writing of behavioral objectives has been presented, it is proper at this time to assess what has been learned by writing ten (10) specific and measurable behavioral objectives.

APPENDIX

Appendix A

Answer Sheet for Educational Objectives

Tape - Filmstrip

1. Yes No
2. Yes No
3. Yes No
4. A B
5. A B C D
6. A B C D
7. A B
8. A B
9. A B
10. A B
11. A B
12. Yes No
13.

14.

15.

Appendix B

CHECKLIST OF BEHAVIORAL OBJECTIVES

Place an X before any of the following instructional objectives which are properly stated.

1. _____ The student will grasp the significance of the Treaty of Versailles.
2. _____ The student will know six verbs.
3. _____ The student will learn the names of the common tools in wood shop.
4. _____ The teacher will list three major causes of the Civil War on the chalkboard.
5. _____ The student will know the important battles of World War I.
6. _____ The student will prefer cooking to sewing.
7. _____ The student will be able to correctly thread a sewing machine.
8. _____ The student will pay attention as the teacher demonstrates the use of the lathe.
9. _____ The student will be able to develop a sense of the cultural unity of man.
10. _____ The student will list and describe the themes of four of Shelly's poems.
11. _____ The child will develop interest in leisure sports.
12. _____ The teacher will describe with understanding five concepts treated in the texts.
13. _____ The student will correctly solve all the story problems.
14. _____ The student will accurately learn the best known works of Voltaire.
15. _____ The teacher will help the class to solve algebra problems correctly.
16. _____ The student will appreciate the key importance of algebraic approaches.
17. _____ The student will include 10 supporting facts in a written persuasive paragraph.
18. _____ The student will become familiar with how to write an essay using no reference but personal experience.

Appendix C

ILLUSTRATIVE VERBS

Illustrative Verbs for Stating General Instructional Objectives

Analyze
Apply
Appreciate
Comprehend
Compute
Create
Demonstrate
Evaluate
Interpret
Know
Listen
Locate
Perform
Recognize
Speak
Think
Translate
Understand
Use
Write

Illustrative Verbs for Stating Specific Learning Outcomes

"Creative" Behaviors

Alter
Ask
Change
Design
Generalize
Modify
Paraphrase
Predict
Question
Rearrange
Recombine
Reconstruct
Regroup
Rename
Reorganize
Reorder
Rephrase
Restate
Restructure
Retell
Revise
Rewrite
Simplify
Synthesize
Systematize
Vary

Complex, Logical, Judgemental Behaviors

Analyze
Appraise
Combine
Compare
Conclude
Contrast
Criticize
Decide
Deduce
Defend
Evaluate
Explain
Formulate
Generate
Induce
Infer
Plan
Structure
Substitute

General Discriminative Behaviors

Choose
Collect
Define
Describe
Detect
Differentiate
Discriminate
Distinguish
Identify
Indicate
Isolate
List
Match
Omit
Order
Pick
Place
Point
Select
Separate

Social Behaviors

Accept
Agree
Aid
Allow
Answer
Argue
Communicate
Compliment
Contribute
Cooperate
Dance
Disagree
Discuss
Excuse
Forgive
Greet
Help
Interact
Invite
Join
Laugh
Meet
Participate
Permit
Praise
React
Smile
Talk
Thank
Volunteer

Language Behaviors

Abbreviate
Accent
Alphabetize
Articulate
Call
Capitalize
Edit
Hyphenate
Indent
Outline
Print
Pronounce
Punctuate
Read
Recite
Say
Sign
Speak
Spell
State
Summarize
Syllabify
Tell
Translate
Verbalize
Whisper
Write

Study Behaviors

- Arrange
- Categorize
- Chart
- Cite
- Circle
- Compile
- Copy
- Diagram
- Find
- Follow
- Itemize
- Label
- Locate
- Look
- Map
- Mark
- Name
- Note
- Organize
- Quote
- Record
- Reproduce
- Search
- Sort
- Underline

Music Behaviors

- Blow
- Bow
- Clap
- Compose
- Finger
- Harmonize
- Hum
- Mute
- Play
- Pluck
- Practice
- Sing
- Strum
- Tap
- Whistle

Physical Behaviors

- Arch
- Bat
- Grasp
- Grip
- Hit
- Hop
- Jump
- Bend
- Carry
- Kick
- Knock
- Lift
- March
- Pitch
- Catch
- Chase
- Pull
- Push
- Run
- Skate
- Ski
- Climb
- Face
- Skip
- Somersault
- Stand
- Step
- Stretch
- Float
- Grab
- Swim
- Swing
- Throw
- Toss
- Walk

Arts Behaviors

- Assemble
- Blend
- Brush
- Build
- Carve
- Color
- Construct
- Cut
- Dab
- Dot
- Draw
- Drill
- Fold
- Form
- Frame
- Hammer
- Handle
- Heat
- Illustrate
- Melt
- Mix
- Mold
- Nail
- Paint
- Paste
- Pat
- Pour
- Press
- Roll
- Rub
- Sand
- Saw
- Sculpt
- Shake
- Sketch
- Smooth
- Stamp
- Stick
- Stir
- Trace
- Trim
- Varnish
- Wipe
- Wrap

Drama Behaviors

- Act
- Clasp
- Cross
- Direct
- Display
- Emit
- Enter
- Exit
- Express
- Leave
- Move
- Pantomime
- Pass
- Perform
- Proceed
- Respond
- Show
- Sit
- Start
- Turn

Mathematical Behaviors

- Add
- Bisect
- Calculate
- Check
- Compute
- Derive
- Divide
- Estimate
- Extrapolate
- Extract
- Group
- Integrate
- Interpolate
- Measure
- Multiply
- Number
- Plot
- Prove
- Reduce
- Solve
- Square
- Subtract
- Tabulate
- Tally
- Verify

Laboratory Science Behaviors

Apply
Calibrate
Conduct
Connect
Convert
Demonstrate
Dissect
Feed
Grow
Increase
Keep
Lengthen
Limit
Manipulate
Operate
Prepare
Remove
Replace
Report
Reset
Specify
Straighten
Time
Transfer
Weigh

General Appearance, Health, and Safety Behaviors

Button
Clean
Clear
Close
Comb
Cover
Dress
Drink
Eat
Eliminate
Empty
Fasten
Fill
Go
Lace
Stop
Taste
Tie
Unbutton
Uncover
Untie
Unzip
Wait
Wash
Wear
Zip

Miscellaneous

Aim
Attempt
Attend
Begin
Bring
Buy
Come
Complete
Consider
Correct
Crease
Crush
Designate
Determine
Develop
Discover
Distribute
Do
Drop
End
Erase
Expand
Extend
Feel
Finish
Fit
Fix
Flip
Get
Give
Grind
Guide
Hand
Hang
Hold
Hook
Hunt
Include
Inform
Lay
Lead
Lend
Let
Light
Make
Mend
Miss
Offer
Open
Pack
Pay
Peel
Pin
Position
Present
Produce
Propose
Provide
Put
Raise
Relate
Repeat
Return
Ride
Dip
Save
Scratch
Send
Serve
Sew
Share
Sharpen
Shoot
Shorten
Shovel
Shut
Signify
Slip
Slide
Spread
Stake
Start
Stock
Store
Strike
Suggest
Supply
Support
Switch
Take
Tear
Touch
Try
Twist
Type
Use
Vote
Watch
Weave
Work

TRANSPARENCIES

Transparency 1

GENERAL MODEL OF INSTRUCTION

FROM: KIBLER, BARKER, MILES

PREMISE: THE GOAL OF INSTRUCTION IS TO MAXIMIZE THE EFFICIENCY WITH WHICH ALL STUDENTS ACHIEVE SPECIFIED OBJECTIVES.

FUNCTIONS:

1. TO GUIDE INSTRUCTION DESIGN AND IMPLEMENTATION.
2. TO PROVIDE STRUCTURE FOR VIEWING AND STUDYING INSTRUCTION.

INSTRUCTIONAL OBJECTIVES

1. SELECT
2. CLASSIFY
3. ANALYZE
4. SPECIFY

PRE-ASSESSMENT

1. OMIT OBJECTIVES
2. REQUIRE PREREQUISITES
3. PRESCRIBE INSTRUCTION

INSTRUCTIONAL PROCEDURES

1. PREPARATION
2. MOTIVATION
3. MODEL OF MASTERY
4. ACTIVE RESPONDING
5. GUIDANCE
6. PRACTICE
7. KNOWLEDGE OF RESULTS
8. GRADUATED SEQUENCE
9. INDIVIDUAL DIFFERENCES
10. TEACHING PERFORMANCE

EVALUATION

1. EVALUATE INSTRUCTION
2. CAUSES OF FAILURE
   A. PREREQUISITE
   B. MOTIVATION
   C. INSTRUCTION
3. MODIFY TO ACHIEVE 100% MASTERY

WRITING OBJECTIVES THAT WILL DESCRIBE THE DESIRED BEHAVIOR OF THE LEARNER (MAGER)

1. IDENTIFY THE TERMINAL BEHAVIOR BY NAME; YOU CAN SPECIFY THE KIND OF BEHAVIOR THAT WILL BE ACCEPTED AS EVIDENCE THAT THE LEARNER HAS ACHIEVED THE OBJECTIVE.

2. TRY TO DEFINE THE DESIRED BEHAVIOR FURTHER BY DESCRIBING THE IMPORTANT CONDITIONS UNDER WHICH THE BEHAVIOR WILL BE EXPECTED TO OCCUR.

3. SPECIFY THE CRITERIA OF ACCEPTABLE PERFORMANCE BY DESCRIBING HOW WELL THE LEARNER MUST PERFORM TO BE CONSIDERED ACCEPTABLE.
    1. TB - TERMINAL BEHAVIOR
    2. IC - IMPORTANT CONDITIONS
    3. PC - PERFORMANCE CRITERIA

GIVEN A LIST OF 35 CHEMICAL ELEMENTS, THE LEARNER MUST BE ABLE TO RECALL AND WRITE THE VALENCES OF AT LEAST 30.

TB-? IC-? PC-?

GIVEN A DC MOTOR OF TEN HORSE POWER OR LESS THAT CONTAINS A SINGLE MALFUNCTION, AND GIVEN A STANDARD KIT OF TOOLS AND REFERENCES, THE LEARNER MUST BE ABLE TO REPAIR THE MOTOR WITHIN A PERIOD OF 45 MINUTES.

TB-? IC-? PC-?

GIVEN A HUMAN SKELETON, THE STUDENT MUST BE ABLE TO CORRECTLY IDENTIFY BY LABELING AT LEAST 40 OF THE FOLLOWING BONES
(LIST OF BONES INSERTED HERE).

TB-? IC-? PC-?

BEHAVIORAL OBJECTIVES

RATIONALE

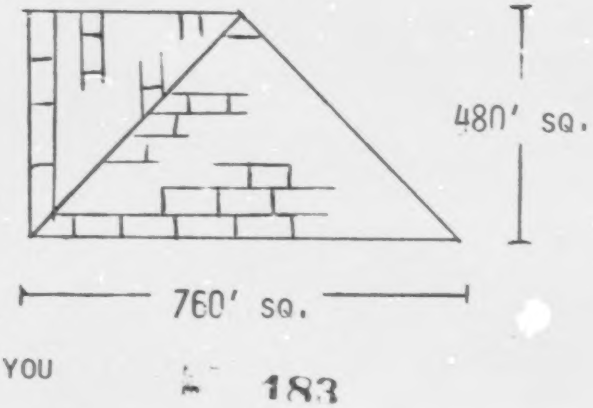
BEHAVIORAL OBJECTIVES ARE DESIGNED TO STATE OBJECTIVES IN SUCH A MANNER THAT GOALS OR OUTCOMES ARE EASILY IDENTIFIABLE AND MEASURABLE BY SPECIFICALLY PLANNED ACTIVITIES WRITTEN IN THE LANGUAGE OF THE LEARNER.

YOU WILL BUILD
A PYRAMID

A BEHAVIORAL OBJECTIVE TELLS THE STUDENT HOW HE WILL BE EVALUATED. IT LISTS THREE CONDITIONS FOR THE STUDENT:

TERMINAL BEHAVIOR:	IT TELLS EXACTLY HOW HE WILL SHOW WHAT HE HAS LEARNED.
IMPORTANT CONDITIONS:	IT TELLS WHAT THE CONDITIONS WILL BE WHILE HE IS PERFORMING.
PERFORMANCE CRITERIA:	IT SETS THE ACCEPTABLE STANDARDS HE IS TO REACH IN HIS PERFORMANCE.

IT MUST BE 480 FEET
HIGH AND 760 FEET SQUARE


480′ SQ.
760′ SQ.

USING ANY RESOURCES YOU
CHOOSE

TERMINAL BEHAVIOR

"The behavioral objective tells exactly how he will show what he has learned." The key word here is SHOW.

Most goals written in the past contain such unobservable actions as "understand," "know," "feel." If the writers of these goals are asked to be more specific, they change the goal to "really understand," "really know," or "really feel." But how do you know a student understands --knows--feels? Only his actions can give clues to this. So why not state the actions as the goals?

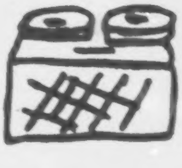
PAINT

MAKE

ROLE PLAY

WRITE

SPEAK

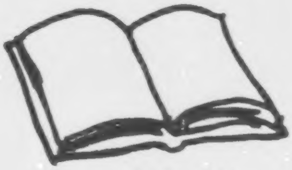


TAPE

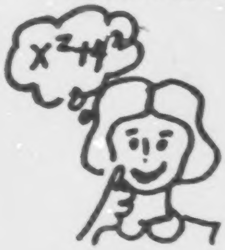
PERFORM in some way

IMPORTANT CONDITIONS

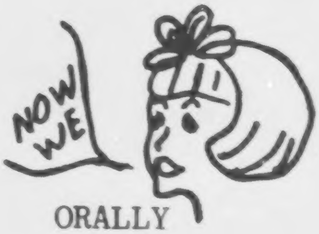
"The behavioral objective tells what specific conditions exist while the student is performing." The key word here is CONDITIONS, and the conditions are such things as



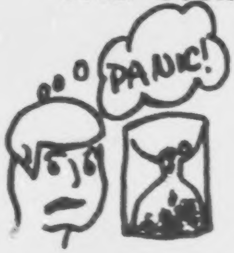
OPEN BOOK



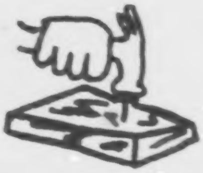
FROM MEMORY



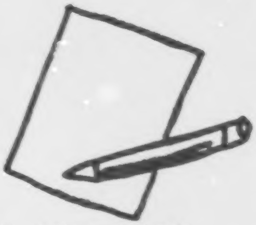
ORALLY



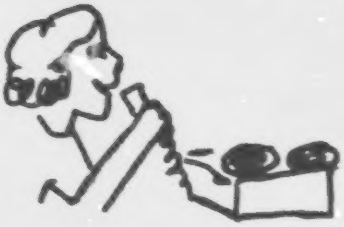
IN THREE MINUTES



WITH A BOARD, HAMMER, AND NAILS

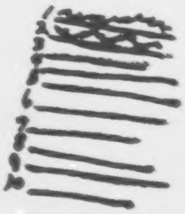


ON ONE PAGE



ON A TAPE RECORDER

IN TEN SENTENCES



CERTAIN CONDITIONS WILL EXIST WHILE HE PERFORMS.

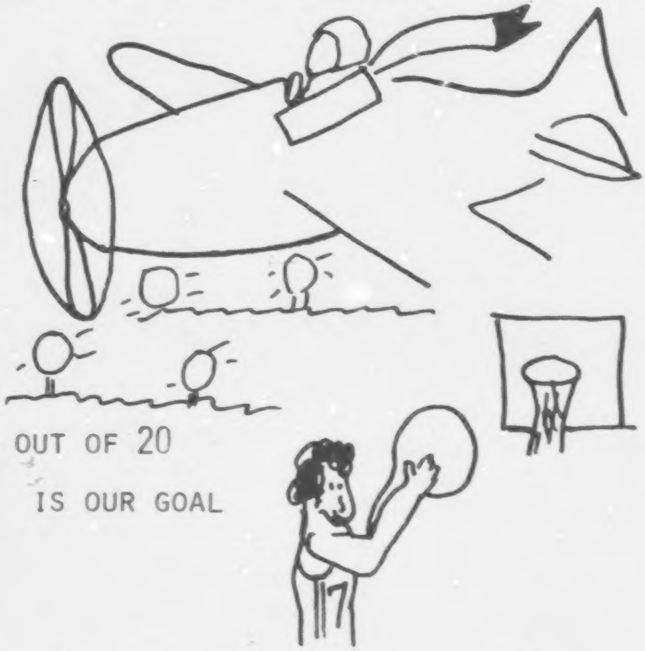
PERFORMANCE CRITERIA

"A BEHAVIORAL OBJECTIVE SETS THE ACCEPTABLE STANDARDS (CRITERIA) THE STUDENT IS TO REACH IN HIS PERFORMANCE."

HOW WELL MUST THE STUDENT BE ABLE TO PERFORM? DO YOU WANT HIM TO BE 100% CORRECT? GIVEN A MAP OF THE WORLD, THE STUDENT WILL BE ABLE TO PLACE AN X ON THE 10 COUNTRIES. . .

WILL 7 OUT OF 10 CORRECT ANSWERS BE ACCEPTABLE? GIVEN A MAP OF THE WORLD, THE STUDENT WILL PLACE AN X ON 7 OF THE 10 COUNTRIES. . .

IF YOU GIVE GRADES ON THE BASIS OF MEETING THE OBJECTIVES, CONSIDER 7 AS THE ACCEPTABLE PASSING PERFORMANCE. YOU CAN DETERMINE HIGHER GRADES FROM THERE.



YOU MUST BE
100 %
ACCURATE

14 OUT OF 20
IS OUR GOAL

Transparency 9

THE FOLLOWING EXAMPLES SHOW WHAT TERMINAL BEHAVIOR IS EXPECTED AND WHAT THE IMPORTANT CONDITIONS WILL BE. THE UNDERLINED PORTION IS THE STATEMENT OF IMPORTANT CONDITIONS.

1. GIVEN TWO COLUMNS, ONE CONTAINING FIVE WORDS AND THE OTHER CONTAINING TEN DEFINITIONS, YOU WILL MATCH ...
2. GIVEN A 24" x 36" SHEET OF POSTER BOARD, AND YOUR CHOICE OF COLORS IN TEMPERA PAINT, YOU WILL DRAW ...
3. GIVEN A TAPE RECORDER AND TAPE YOU WILL RECORD FROM MEMORY ...
4. YOU WILL WRITE A DIALOGUE NO LONGER THAN THREE MINUTES IN SPEAKING TIME USING ANY REFERENCE YOU CHOOSE ...

UNDERLINE THE CONDITIONS IN THE FOLLOWING:

5. GIVEN A MAP OF THE WORLD, YOU WILL DRAW ... FROM MEMORY ...
6. USING ANY RESOURCE YOU CHOOSE, YOU WILL CONSTRUCT ...
7. ON A MULTIPLE-CHOICE TEST CONTAINING TWENTY ITEMS, YOU WILL CIRCLE ...

WRITE YOUR OWN STATEMENT CONTAINING TERMINAL BEHAVIOR AND IMPORTANT CONDITIONS.

Transparency 10

EXAMPLES

1. NON - BEHAVIORAL

THE STUDENT WILL UNDERSTAND THE DIFFERENCE BETWEEN BALANCE AND IMBALANCE IN CLAY FIGURES.

BEHAVIORAL

GIVEN TWO MOUNDS OF CLAY (IMPORTANT CONDITIONS) THE STUDENT WILL BE ABLE TO SHAPE (TERMINAL BEHAVIOR) TWO CLAY FIGURES, ONE (PERFORMANCE CRITERIA) OF WHICH REFLECTS BALANCE AND ONE (PERFORMANCE CRITERIA) WHICH REFLECTS IMBALANCE.

2. NON - BEHAVIORAL

AFTER COMPLETING THE STUDY OF WORLD WAR II, THE STUDENT WILL REALLY KNOW THE CAUSES OF THE WAR.

BEHAVIORAL

FROM A LIST OF THE POSSIBLE CAUSES (IMPORTANT CONDITIONS) THE STUDENT WILL IDENTIFY (TERMINAL BEHAVIOR) SEVEN (PERFORMANCE CRITERIA) DEFINITE CAUSES OF WORLD WAR II.

ILLUSTRATIVE VERBS

Illustrative Verbs for Stating General Instructional Objectives

Analyze
Apply
Appreciate
Comprehend
Compute
Create
Demonstrate
Evaluate
Interpret
Know
Listen
Locate
Perform
Recognize
Speak
Think
Translate
Understand
Use
Write

Illustrative Verbs for Stating Specific Learning Outcomes

"Creative" Behaviors

Alter
Ask
Change
Design
Generalize
Modify
Paraphrase
Predict
Question
Rearrange
Recombine
Reconstruct
Regroup
Rename
Reorganize
Reorder
Rephrase
Restate
Restructure
Retell
Revise
Rewrite
Simplify
Synthesize
Systematize
Vary

Complex, Logical, Judgemental Behaviors

Analyze
Appraise
Combine
Compare
Conclude
Contrast
Criticize
Decide
Deduce
Defend
Evaluate
Explain
Formulate
Generate
Induce
Infer
Plan
Structure
Substitute

General Discriminative Behaviors

Choose
Collect
Define
Describe
Detect
Differentiate
Discriminate
Distinguish
Identify
Indicate
Isolate
List
Match
Omit
Order
Pick
Place
Point
Select
Separate

Social Behaviors

Accept
Agree
Aid
Allow
Answer
Argue
Communicate
Compliment
Contribute
Cooperate
Dance
Disagree
Discuss
Excuse
Forgive
Greet
Help
Interact
Invite
Join
Laugh
Meet
Participate
Permit
Praise
React
Smile
Talk
Thank
Volunteer

Language Behaviors

Abbreviate
Accent
Alphabetize
Articulate
Call
Capitalize
Edit
Hyphenate
Indent
Outline
Print
Pronounce
Punctuate
Read
Recite
Say
Sign
Speak
Spell
State
Summarize
Syllabify
Tell
Translate
Verbalize
Whisper
Write

Transparency 11b

Study Behaviors

Arrange
Categorize
Chart
Cite
Circle
Compile
Copy
Diagram
Find
Follow
Itemize
Label
Locate
Look
Map
Mark
Name
Note
Organize
Quote
Record
Reproduce
Search
Sort
Underline

Music Behaviors

Blow
Bow
Clap
Compose
Finger
Harmonize
Hum
Mute
Play
Pluck
Practice
Sing
Strum
Tap
Whistle

Physical Behaviors

Arch
Bat
Grasp
Grip
Hit
Hop
Jump
Bend
Carry
Kick
Knock
Lift
March
Pitch
Catch
Chase
Pull
Push
Run
Skate
Ski
Climb
Face
Skip
Somersault
Stand
Step
Stretch
Float
Grab
Swim
Swing
Throw
Toss
Walk

Arts Behaviors

Assemble
Blend
Brush
Build
Carve
Color
Construct
Cut
Dab
Dot
Draw
Drill
Fold
Form
Frame
Hammer
Handle
Heat
Illustrate
Melt
Mix
Mold
Nail
Paint
Paste
Pat
Pour
Press
Roll
Rub
Sand
Saw
Sculpt
Shake
Sketch
Smooth
Stamp
Stick
Stir
Trace
Trim
Varnish
Wipe
Wrap

Drama Behaviors

Act
Clasp
Cross
Direct
Display
Emit
Enter
Exit
Express
Leave
Move
Pantomime
Pass
Perform
Proceed
Respond
Show
Sit
Start
Turn

Mathematical Behaviors

Add
Bisect
Calculate
Check
Compute
Derive
Divide
Estimate
Extrapolate
Extract
Group
Integrate
Interpolate
Measure
Multiply
Number
Plot
Prove
Reduce
Solve
Square
Subtract
Tabulate
Tally
Verify

Laboratory Science Behaviors

Apply
Calibrate
Conduct
Connect
Convert
Demonstrate
Dissect
Feed
Grow
Increase
Keep
Lengthen
Limit
Manipulate
Operate
Prepare
Remove
Replace
Report
Reset
Specify
Straighten
Time
Transfer
Weigh

General Appearance, Health, and Safety Behaviors

Button
Clean
Clear
Close
Comb
Cover
Dress
Drink
Eat
Eliminate
Empty
Fasten
Fill
Go
Lace
Stop
Taste
Tie
Unbutton
Uncover
Untie
Unzip
Wait
Wash
Wear
Zip

Miscellaneous

Aim
Attempt
Attend
Begin
Bring
Buy
Come
Complete
Consider
Correct
Crease
Crush
Designate
Determine
Develop
Discover
Distribute
Do
Drop
End
Erase
Expand
Extend
Feel
Finish
Fit
Fix
Flip
Get
Give
Grind
Guide
Hand
Hang
Hold
Hook
Hunt
Include
Inform
Lay
Lead
Lend
Let
Light
Make
Mend
Miss
Offer
Open
Pack
Pay
Peel
Pin
Position
Present
Produce
Propose
Provide
Put
Raise
Relate
Repeat
Return
Ride
Dip
Save
Scratch
Send
Serve
Sew
Share
Sharpen
Shoot
Shorten
Shovel
Shut
Signify
Slip
Slide
Spread
Stake
Start
Stock
Store
Strike
Suggest
Supply
Support
Switch
Take
Tear
Touch
Try
Twist
Type
Use
Vote
Watch
Weave
Work

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INDIVIDUAL PRESCRIPTION INSTRUCTION

BEGINNING LEVEL

A. Diagnosing Learning Needs of the Adult

  1. Determining Instructional Level

  2. Diagnosing Individual Learning Difficulties

B. Evaluating Material and Developing Individualized Instructional Programs

  1. Evaluating Adult Education Teaching Materials

  2. Developing Individual Prescription Sheets

  3. Developing a Mini-Curriculum for Teaching Adults

by

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INDIVIDUAL PRESCRIPTION INSTRUCTION

OUTLINE

I. Behavioral Objectives

A. The trainee will place the student of his grade-level through the use of the Upper Primary Level California Achievement Test Profile Sheet.

B. The trainee will determine the proper instructional levels of the students shown on the Sample Record Keeping Form.

C. The trainee will list two methods of diagnosing students' reading needs.

D. The trainee will diagnose a student's individual learning difficulties, using the Upper Primary Level California Achievement Test and the Informal Reading Inventory.

E. The trainee will demonstrate his ability to evaluate teaching materials in terms of reading level, adult interest level and practicability for adult students through the use of an evaluation form.

F. The trainee will prepare an individual prescription sheet for a given student.

G. The trainee will develop a mini-curriculum in a specific skill area using data provided by the trainer.

II. Activities

A. The trainees graph hypothetical scores on the CAT Profile Sheet.

B. By use of a tape presentation, the trainees count reading errors made by the student.

C. The trainees determine the proper grade level placement of each student listed on the Sample Record Keeping Form.

D. The trainees evaluate a set of materials, using the evaluation form provided.

E. The trainees transfer data from the Informal Reading Inventory, Diagnostic Analysis of Learning Difficulties Sheet, or the CAT Scoreze and compose an individual prescription sheet.

F. The trainees develop mini-curricula.

III. Narrative

A. Diagnosing Learning Needs of the Adult
   1. Determining instructional level
   2. Diagnosing individual learning difficulties

B. Evaluating Materials and Developing Individualized Instruction Programs
   1. Evaluating Adult Education Teaching Materials
   2. Developing Individual Prescription Sheets
   3. Developing a mini-curriculum for teaching adults

IV. Supportive Materials

- A. Transparencies
  - 1. Placement Inventory
  - 2. Nine Kinds of Reading Errors
  - 3. Sample Record Keeping Form
  - 4. The Alphabet
  - 5. Geeslin's List of Commonly Used Words
  - 6. Informal Reading Inventory
  - 7. a. Mathematics Pre-Placement Test
    - b. Rating Scale
  - 8. a.-d. Mathematics Placement Test
  - 9. Individual Prescription Sheet
- B. Tape Recording
- C. Handouts
- D. Workbooks

V. Appendix

- A. California Achievement Test Profile Sheet
- B. Sample Record Keeping Form
- C. Geeslin's List of Commonly Used Words
- D. Diagnostic Analysis of Learning Difficulties
- E. Informal Reading Inventory
- F. Mathematics Pre-Placement Test
- G. Evaluation Form
- H. Program Sheet
- I. Individual Prescription Sheet (Form)
- J. Individual Prescription Sheet
- K. Mini-Curriculum - Reading
- L. Mini-Curriculum - Math

VI. Bibliography

INDIVIDUAL PRESCRIPTION INSTRUCTION

PART A: DIAGNOSING LEARNING NEEDS OF THE ADULT

The process discussed here introduces new guidelines in adult education, and inspires the educator to make greater use of his imagination. It is intended to be molded and shaped with great flexibility to meet individual needs. Its effectiveness is evidences in grade-level placement, diagnosis and the idea of individual prescription instruction.

As educators, we have found a need to lessen our use of workbooks as drill and/or automatically-dispensed instruments. We feel this individual program meets our needs.

This method is not rote, commanding or unbending. It allows for creativity and variety. Since there is a great amalgamation of students with different interests and backgrounds, we have found it fruitful to strive for a greater degree of individuality.

Determining Instructional Level

Behavioral objectives have been discussed in previous chapters, but let us reemphasize their importance. The teacher and student must be ever aware of the goals for which they are striving. The behavioral objectives are set up on these bases.

A decision as to where the student's work should begin must be made. This decision has to be a definite one.

To assist the educator in his decision-making, we recommend the TABE Locator Test, primarily because of its brevity, ease and accuracy in grade-level placement. The purpose of the TABE Locator Test is to determine which level of the CAT or TABE should be given. (See page .) It eliminates the wasted time and frustration for both teacher and student in the administration of the wrong test.

Now, instructions for the administration of the CAT are clearly mapped out in the CAT Instructor's Manual; repetition of the instructions here would be useless and redundant.

There are other standardized tests available. Among them we have the TABE, which is very similar to the CAT but differs in that it is more adult in format. Another is the Adult Basic Learning Examination.

Attention should be directed to the profile sheet, found in Appendix A, which is noteworthy and valuable for its efficiency and accuracy in graphically illustrating the grade placement of the student in Reading, Arithmetic and Language. It is connected with the CAT scoreze. An examination of the profile sheet will reveal subject areas in which the student is strong, typical or weak, provided he has the ability to take the standardized achievement test.

Some educators believe it beneficial to assist the student in graphing his own scores from the test so that he can vividly see his achievement, realize his needs, and make comparative analysis on his profile sheets following subsequent testing.

The profile sheets allow the student to know exactly how far he has to travel. He will already know from his behavioral objectives what his ultimate goals are. He will ever know following each testing just where he is and what progress he has made.

Activity: At this time, it may be well to have the trainee graph hypothetical scores on the profile sheet.

Whenever dissatisfaction in standardized tests evidences itself, and another standardized test is not an available alternative, we encourage the use of teacher-made or informal tests to service the need.

Some advantages of informal tests are that they are readily available, numerous and can be easily adapted to each classroom. They may be as simple or as detailed as the instructor deems necessary.

An example of an informal test is the Placement Inventory such as the one set down by Robert Geeslin, of Morehead State University. The Placement Inventory allows the teacher to find suitable material from which the student can learn immediately. The ideal situation, of course, is the one in which the student is exposed to some that is new mixed with much that is familiar to him. The object of the Placement Inventory is to find the student's frustration level and then drop back to slightly easier material which should be his level of instruction. It is the instructional level in which the student reads comfortably and yet is learning. Geeslin defines "frustration level" as, "That level of difficulty of material which when read by a student causes anxiety. The frustration level is noted on the Placement Inventory as the point at which the percentage of oral reading errors increases at a rate disproportionate to the increase in difficulty level of material." How do we find the frustration level? We begin with a multilevel reading skills kit or graduated workbook material. The student is asked to read a passage from material on a known grade level. The number of words to be read is predetermined by the instructor. When the error rate of the student exceeds 10% of the total number of words read, the frustration level has been reached. Then drop back approximately one-half grade level to find the instructional level. Hypothetically, if a student reads 100 words on the 1.5 grade level, we know he is allowed 10 errors. If he misses less than ten, he is then asked to read an excerpt from a 2.0 reading level. If, however, he makes more than 10 errors, we revert to the 1.0 reading level which should be his instructional level. This is a quick, yet efficient, method of finding material in which the student can learn immediately without frustration.[1] (See Transparency #1 for an example of a form which may be used.)

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[1] Teacher Training Reading Syllabus-Unit One-Diagnosis (Morehead, Kentucky: Morehead State University, 1971), pp. 15-17.

The instructor should remember at all times the frustration which is an integral part of students who read on these lower levels. The defeat which they have met repeatedly has surely left many negative feelings, especially in academic areas. It is imperative that instructors do not compound those feelings by selecting material which is too difficult for the student.

If the Placement Inventory is to be used, the instructor must be cognizant of the mistakes which are actually counted as reading errors. Nine reading errors are set down for discussion by Geeslin. They are as follows: (Place Transparency #2 on overhead.)

1. Reversals
    a. word
    b. word order

2. Substitutions
    a. word
    b. letter

3. Additions

4. Omissions
    a. word
    b. letter

5. Repetitions

6. Mispronunciations

7. Disregard of punctuation

8. Help (with an unknown word)

9. Hesitations (approximately four seconds or longer)

Most of these errors are self-explanatory. However, two of these errors may cause concern and confusion for the instructor. They are repetition and hesitation.

Now if a student is reading and makes an error which he corrects, no longer count the original mistake but only the error of repetition. Let's assume that a student is reading and disregards a period at the end of a sentence. Realizing that what he has read doesn't make sense, he repeats the sentence and does it correctly. In this case, we count only the repetition error. He corrected his disregard of punctuation so that is not counted. The student has made one error.

Now, here is a sample case. The student makes an omission, hesitates, goes on, mispronounces a word, hesitates, goes on, needs help with a word, then realized he has not done a good job - so he repeats this sentence and corrects his five errors. How many errors are counted? The answer is one. Count only the repetition. Now, what is done if a student mispronounces a word, then goes back to repeat it and still misses it? Count two errors. He did not correct his first error (the mispronunciation) which is counted as one error; he also made a repetition which counts as a second error.[2]

The next error for consideration is hesitations. Hesitations occur when a student is unsure of his reading ability. It is an obvious assumption that when a student is reading on a very low level uncertainty will be present. Therefore, there should be no unbending rule as to how long a pause in reading should be before it is considered a hesitation error. Descretion should be used by the teacher in determining the difference in naturally slow-pace reading and a prolonged pause, or hesitation. The pause, if less than 4-6 seconds, probably would not be counted as a hesitation error. If the student cannot figure out the word, help him. The hesitation is not counted, only the help error is counted. If he hesitates longer than approximately 4-6 seconds and eventually figures out the word correctly, count one hesitation error. If the student hesitates then misses the word, two errors are counted - the hesitation error and the error he made when he missed the word.

Briefly, mention should be made of the mispronunciation error. Mispronunciations are made because the reader attacks the word improperly. Care should be taken, however, not to confuse a reader's dialect or speech impediment with mispronunciations. A mental note of a dialect or impediment should be made by the instructor during preliminary oral exchanges. A student from the Middle West, for example, may say "warsh" instead of "wash". This would not be counted as a mispronunciation error.

Activity: A tape recording of a student reading at his frustration level is most beneficial at this point in enabling the trainee to correctly employ this "error-counting" technique.

We have referred previously to the frustration level. This is the central concept we are working toward - placing the student in material that will guarantee immediate and continuing success. The answer is only half given by counting the student's errors. The other half of the answer is given by comparison of the percentage of errors made with the percentage allowed. This comparison can be made more difficult than it has to be so the teacher needs to learn to set up records for the easiest possible comparison. One efficient method of record-keeping which may be used in conjunction with the Placement Inventory is shown in Appendix B. (See Transparency #3.) The Sample Record Keeping Form not only enables the instructor to make easy comparisons but also provides a concise means of keeping the entire class record on a single sheet. Again, adaptation for each classroom situation is urged.

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[2] Ibid., pp. 18-23.

Activity: Proficiency in using the Sample Record Keeping Form as a means of grade placement may be gained by having the trainees practice using the form, thereby determining the instructional level for each student. They should bear in mind that this form was designed for their use in practicing this method and, therefore, the last number in each column is not necessarily the frustration point for each student. For example, student #3, while reading on the 3.5 level was allowed nine errors and made ten errors. This is still considered within the realm of the number of errors allowed so the student was asked to read on the 4.0 level. In this reading, the student was permitted eleven errors (approximately 10% of the 109 words in the selection). He made fourteen errors which is disproportionate to the increase in difficulty of material, so this is considered his frustration level. His level of instruction would be one-half grade level below that point, or level 3.5. Simply, when a student becomes frustrated, his error rate will presumably make a marked increase. This is easily detected by the instructor.

It may become evident while trying to place a student that he is entirely unable to read, or at best, capable of reading just a very few words. Again, it is essential that we determine exactly what the student can and cannot do in order to be decisive about a starting point. One method is to show the student letters of the alphabet and ask him to tell you what they are. (See Transparency #4.) By marking each one that he correctly identifies on the teacher's copy, a starting point may be determined. The letters of the alphabet that appear on the transparency are intentionally disarranged in case the student has subjected the alphabet to memory and cannot actually detect the letters by sight.

If the student succeeds in identifying all the letters of the alphabet, the next step might be to present a word list to him, such as Geeslin's List of 300 Commonly Used Words.[3] (See Transparency #5 and Appendix C.) This list consists of words which repeatedly appear in all levels of reading. By the same process of elimination which was employed in the alphabet determination, the instructor is able to find what words a student knows and by a brief study of the list can diagnose the phonetic difficulties which the student is experiencing. This very simple technique will allow the instructor to teach each student only the words and letters he does not know. Time is not wasted by covering material he already knows and, therefore, the goals set down in the behavioral objectives can more quickly be attained.

Diagnosing Individual Learning Difficulties

After grade-level placement has been ascertained, the next step in a concrete Reading program is diagnosing individual reading difficulties. This is especially important when working with the lower grade-level student, where individualized instruction is imperative.

Grade placement is closely associated with diagnosis of learning difficulties in that the same determinants may be used. If the CAT is used for grade placement, a careful and knowledgeable surveillance of the results will yield a diagnosis of learning difficulties. The information obtained from the students' scoreze is catalogued for us in the Diagnostic Analysis of Learning Difficulties sheet, which is found on the last page of the CAT booklet. (See Appendix D.) The instructor may wish to place a copy of this in each student's folder, complete with the necessary information regarding that student's diagnosis.

Many other tools are available to aid us in diagnosis. One brief, but general, inventory is taken from the Curriculum Guide, issued by the Louisiana State Department of Education (1971). (See Transparency #6 and Appendix E.) Each reading difficulty may be quickly and easily jotted down in the appropriate blank while the student is reading orally. For instance, if the student has difficulty with words beginning with "th", a note of this would be made in the phonics section. This form is easily adapted to individual needs. It can be as detailed or as simple as the instructor deems necessary. Careful consideration of the skills required at specific grade levels should be given when preparing a reading inventory such as the one shown here which was obviously designed for the lower levels.

Mathematics Placement and Diagnosis

It is generally believed that the Reading program perhaps creates the most problems, especially on the lower levels. However, a brief consideration of the 0-4 Math program may be beneficial at this time.

The determination of the instructional level in Math is done in much the same way as previously illustrated for the Reading program. As an example, please refer to Appendix F. This test may be administered to determine the basic Math concepts the student has mastered, and it will indicate which level test should be administered for a more comprehensive survey. (See Transparencies #7a and #7b.) This is just one of several methods. The Math sections in standardized tests such as the CAT, the SRA Computation Skills Kit Test and many others may be used. Also, placement tests could be devised to suit the needs of the various local programs.

Once the instructional level is determined, the next step is to diagnose the deficiencies of the student. This can be done by the teacher thoroughly studying the initial test which was given for purposes of grade-level placement. These tests, often underestimated, reveal more than just grade level. They can also pinpoint the nature of the student's difficulty. (See Transparencies #8a through #8d.)

By taking time to diagnose each student's needs, the instructor is properly prepared to begin individualized instruction. He has eliminated the possibility of presenting to the student work materials which may be too difficult. The instructor can also be assured that time is not being wasted by covering material that the student has previously learned. In brief, the material will be pertinent and relevant for each student.

Evaluating Adult Education Teaching Materials

Before sound individualized instruction can begin, a critical review, or evaluation, of teaching materials must be made. Adult Education programs throughout the state vary not only in financial resources and physical facilities, but also in the needs of their pupils. For this reason, an accurate evaluation of materials must be altered to fit the situation.

The leading question we must pose with every material examined is "Will this material be of benefit in attaining our behavioral objectives?" Whatever these individual objectives are, the materials used must be considered an integral part in reaching them. Each specific skill mentioned in the behavioral objectives should correspond with a point for evaluation. For example, if the proper definition of ten vocabulary words is required in a behavioral objective, we should be certain that some of our material contains sufficient exercise in vocabulary building.

There are general aspects of the material which must also be considered in a good evaluation: the grade level, the adult interest level, and its practicability.

Because there is a multitude of available materials, it is suggested that a record be maintained of each material that the instructor appraises. An example of such a record appears in Appendix G. Each instructor's design, of course, will be contingent upon his behavioral objectives. Remember, if the material will not assist the students in reaching their goals, it is worthless in the classroom.

A good evaluation form will not only provide a technique for determining the strong and weak points of available materials, it can also act as a guide for purchasing new materials. A glance through these records of evaluated materials will determine which skills, if any, each material will enhance. It will probably be noted that no one workbook will provide excellence in every skill.

Activity: It is recommended that numerous workbooks be available to provide the trainees with practice in evaluating materials.

After careful evaluation of materials, it will be an easy chore to decide which sections of each material the students will be using. We suggest that this information be catalogued. This can be done by listing the skills with which the teacher will be working in his classroom. Below each skill, list the name of the book and the page numbers which provide good practice in perfecting this skill. (See Appendix H.) It is referred to here as a program sheet and provides the teacher with a clear and compact picture of all available materials and how each is to be utilized.

Since individualized instruction will be the teaching procedure, it is no longer necessary to have a large quantity of every material to be used. The students will be working at different rates and, therefore, will not necessarily be in the same book at the same time. If there is just one available book that contains a superior exercise in a particular skill, consider listing it on the program sheet. It may prove to be just the right exercise to help a particular student reach his goal and the instructor can be assured that every available means is being used in helping the students.

The students need no longer be victims of the automatically-dispensed workbook which may or may not be of value to him. The teacher no longer needs to merely hope that the assignment will benefit the student. He has diagnosed each student's needs and, therefore, he knows which skills need improvement. The next step is to refer to the program sheet, where it can quickly be seen what exercises are available to remedy the difficiency. The guess-work for the teacher and the "busy-work" for the student have been eliminated.

Developing Individualized Prescription Sheets

Diagnosis of reading needs, which we have discussed, lays the foundation for a solid Reading program but it cannot be considered the culmination. A doctor's diagnosis of an illness would be to no avail unless he prescribes medication to cure his patient. So it is in the Reading program. After accumulating enough data to sufficiently diagnose the individual needs (be it in Reading, Math or Language), we must prescribe a course of study which will guide the student toward scholastic maturity.

The development and proper implementation of an individualized prescription sheet will meet this need. An individualized prescription sheet is a precise guideline, charting a course of study for each student. This course of study will take him from the point determined through the initial grade-level placement and proper diagnosis to the ultimate goals set down in the behavioral objectives. It is the instructor's prescription for each student, based upon findings in placement and diagnosis and then co-ordinated with the information on the program sheet. If, for example, the instructor determines through diagnosis that a student needs work in vocabulary building before he can master a particular behavioral objective, he would refer to his program sheet where all his materials are neatly indexed. By checking the materials listed under vocabulary, he knows immediately the work he wants his student to do. This information is transferred to the student's individual prescription sheet.

An example of a form which may be used for this purpose can be found in Appendix I. (See Transparency #9.) Altering the form should be considered, bending it to meet individual needs. Some instructors, for example, feel that the "Date" column should be eliminated, that adult students should be allowed to work at their own pace. Whatever the format, the sheet should contain a list of the needed skills, the names of the books and the page numbers where the exercises can be found. (See Appendix J for another type prescription sheet.)

After the individualized prescription sheet has been developed and its purpose explained to the student, he will know that his instructor has given careful deliberation and personalized attention to his particular case. He will understand on which level he is currently functioning and exactly the achievements (behavioral objectives) expected of him. The prescription sheet should then be filed in an easily accessible place, enabling him to refer to it immediately at the beginning of each class session. thus, the time normally wasted awaiting assignments has been eliminated.

Activity: It is recommended that the trainees take the hypothetical students whose profile sheets they grafted, follow-up with a diagnosis of that student using the Informal Reading Inventory or the Diagnostic Analysis of Learning Difficulties, and then prescribe a course of study for him. If possible, the trainee should co-ordinate the results of his evaluation of materials and the prescription sheet.

Developing a Mini-curriculum for Teaching Adults

To meet the individual instructional needs of the student, one technique found to be effective is the mini-curriculum. The mini-curriculum is designed to present one concept that the student needs to acquire and sets out a methodical plan for reaching that goal.

Activity: After discussing the mini-curricula found in the appendages, it is advantageous for each of the trainees to design a mini-curriculum in the subject of their choosing. On completion, a comparison of the mini-curricula created by the group of trainees will prove the innumerable possibilities of this concept.

In summation, consider the consecutive procedures discribed herein: behavioral objectives are written and material is evaluated, each student is placed in his proper grade level, his difficiencies are diagnosed and, with this data at hand, a course of individualized instruction is formed.

Now, the common and justifiable complaint often heard from teachers is their lack of time. The process presented here gives the teacher ample time for individualized instruction, after th groundwork is laid, because her teaching process is ordered. The step-by-step technique lends professional accountability and efficiency to the adult education teacher.

APPENDIX

FOR USE WITH 1963 NORMS

California Achievement Tests

Upper Primary • GRADES H2-3-L4 • Form ☐

DIAGNOSTIC PROFILE SHEET

DEVISED BY ERNEST W. TIEGS AND WILLIS W. CLARK

Name Last First Middle

School **City**

Boy Girl Grade (Circle one) **Teacher or Examiner**

Date of Test Year Month Day

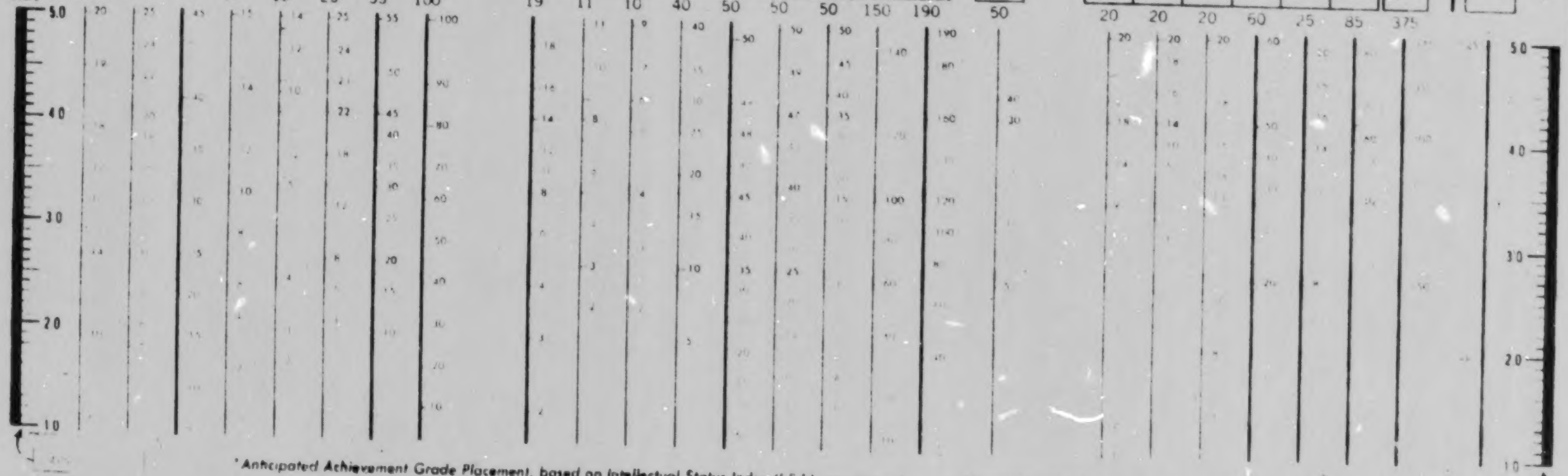
Date of Birth Year Month Day

Pupil's Age Years Months ( ) Total Mos.

		Possible Score
READING		
1. READING VOCABULARY	A Word Recognition	20
	B Meaning of Opposites	25
	TOTAL (A + B)	45
2. READING COMPREHENSION	C Following Directions	15
	D Reference Skills	15
	E Interpretations	25
	TOTAL (C + D + E)	55
	TOTAL READING	100
ARITHMETIC		
3. ARITHMETIC REASONING	A Meanings	19
	B Signs and Symbols	11
	C Problems	10
	TOTAL (A + B + C)	40
4. ARITHMETIC FUNDAMENTALS	D Addition	50
	E Subtraction	50
	F Multiplication	50
	TOTAL (D + E + F)	150
	TOTAL ARITHMETIC (Division not included)	190
	G Division (when taught)	50
LANGUAGE		
5. MECHANICS OF ENGLISH	A Capitalization	20
	B Punctuation	20
	C Word Usage	20
	TOTAL (A + B + C)	60
6. SPELLING	TOTAL SPELLING	25
	TOTAL LANGUAGE	85
	TOTAL BATTERY	375

Grade Placement ➡
AAGP* ➡
Other Scores† ➡
Raw Score ➡
Possible Score ➡

ISI



*Anticipated Achievement Grade Placement, based on Intellectual Status Index (I.S.I.), see Manual

†Percentile, standard score, stanine (circle score used)

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SAMPLE RECORD KEEPING FORM FOR THE PLACEMENT INVENTORY

Material: Reading Development Kits, Addison Wesley Publishing Co.

Selection	Level	No. of Words	No. of Errors Allowed	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student #10	Student #11	Student #12	Student #13	Student #14	Student #15	Student #16	Student #17	Student #18	Student #19	Student #20	Student #21	Student #22	Student #23	Student #24	Student #25
Heal. 101	1.0	44	4	2	1	2	4	0	11	2	0	1	2	4	1	3	3	1	2	3	3	2	3	14	4			
Law 201	2.0	61	6	4	1	2	7	0		4	2	3	6	7	1	9	6	3	6	7	6	2	6	28	7			
Safe. 204	2.5	78	8	9	1	6	20	1		9	6	9	9	14	3	21	11	7	9	9	7	4	9		9			
Sci. 301	3.0	97	10	18	2	9		3		13	9	10	19	85	4	44	46	9	11	14	9	7	0		11			
Heal. 304	3.5	90	9		3	10		2		17	9	10	24		3	68	81	9	13		9	8	24		9			
Work 401	4.0	109	11		8	14		3			13	14	23		6	80	94	10	27		15	[illegible]	62		12			
Sci. 404	4.5	84	8		6	16		4			26	17	70		9	90		4	48		30	11	[illegible]		8			
Safe. 501	5.0	104	10		10			9			48	20			15	97		10				14	98		11			
Sci. 504	5.5	95	10		9			10				28			28			11				15			16			
Heal. 601	6.0	128	13		14			12				32			49			17				23			28			
Work 604	6.5	118	12		19			12																				
Commu. 701	7.0	113	11					11																				
Heal. 704	7.5	122	12					13																				
Educ. 801	8.0	110	11					12																				
Work 804	8.5	116	12					26																				
Sci. 901	9.0	160	16																									
Commu. 904	9.5	127	13																									
Work 1001	10.0	165	17																									
Educ. 1004	10.5	170	17																									

APPENDIX C

GEESLIN'S LIST OF 300 COMMONLY USED WORDS

a
about
above
again
ago
age
after
all
along
always
also
am
an
and
any
are
army
around
as
ask
at
away
back
be
became
become
because
been
before
began
begin
being
best
better
between
big
both
bring
built
but
buy

by
call
came
can
car
carry
children
city
close
cold
come
could
cut
day
dear
did
do
does
dollar
done
don't
down
drink
drop
each
early
end
enough
even
ever
every
fall
face
far
few
feel
find
first
five
for
found

four
from
front
full
gave
get
give
go
goes
going
good
gone
got
green
grow
had
hard
has
have
he
hear
heard
held
help
her
here
him
his
hold
home
hot
how
hurt
I
idea
if
in
into
is
it
its

just
keep
kept
kind
know
land
last
late
laugh
learn
left
less
let
like
light
little
live
long
look
lost
low
made
make
man
many
may
me
mean
men
might
money
month
more
much
must
my
myself
need
name
never
new

next
night
no
not
now
of
often
off
old
on
once
one
only
open
other
or
our
out
over
own
paper
part
pay
place
please
price
pull
put
ran
read
real
red
rest
ride
right
round
run
said
same
sat
saw

say
see
seem
seven
she
should
show
side
since
sit
six
small
so
some
soon
speak
start
stop
street

such
sure
take
talk
tell
ten
than
thank
that
the
their
them
then
there
these
they
thing
think
this

those
thought
three
time
to
today
together
told
too
took
toward
town
true
try
two
turn
under
until
up

upon
us
use
very
wait
walk
want
was
watch
way
we
week
well
went
were
what
when
where
which

while
who
whose
why
will
wish
with
word
work
world
would
write
wrong
yes
you
your

APPENDIX D

Diagnostic Analysis of Learning Difficulties*

California Achievement Tests – Upper Primary Battery

1. Reading Vocabulary

A. WORD RECOGNITION

1, 12	Gross differences
2, 3, 6, 7, 8, 9, 10, 13, 15, 16, 17, 18	Final sounds
4, 5, 14, 19, 20	Middle sounds
11	Initial sounds

B. MEANING OF OPPOSITES

1-25	Basic vocabulary

2. Comprehension

C. FOLLOWING DIRECTIONS

1, 2, 3, 6, 10, 11	Simple directions
4, 5, 7, 8, 9, 12, 13, 14, 15	Directions requiring choice

D. REFERENCE SKILLS

1, 2	Parts of book
3, 4	Use of dictionary
5, 6, 7, 8	Alphabetizing
9, 10, 11	Table of contents
12, 13	Use of index
14, 15	Reading a graph

E. INTERPRETATION OF MATERIAL

1, 8, 11	Topic or central idea
2, 3, 4, 12, 13, 14, 16	Directly stated facts
5, 6, 7, 9, 10, 15, 17, 18, 19, 20, 21, 22	Inferences
23, 24, 25	Sequence of events

TEST OF WORD FORM

1, 5, 9	Identical words, lower case
2, 3, 8, 10	Different words, lower case
11, 13	Identical words, script
12, 14, 21, 24	Diff. words, script
16, 22	Identical words, capitals
15, 17	Different words, capitals
18, 20, 25	Identical words, mixed forms
19, 23	Different words, mixed forms
4, 6, 7	Reversed words

3. Arithmetic Reasoning

A. MEANINGS

1, 2	Sequence of numbers
3	Writing numbers
4, 5, 6	Value of coins
7, 8, 9	Writing money
10, 11	Vocabulary
12, 13	Telling time
14, 15, 16	Comparison of numbers
17, 18, 19	Roman numerals

B. SIGNS AND SYMBOLS

1-6	Meaning and use of signs
7-11	Abbreviations

C. PROBLEMS

1, 2, 4	One-step problems
3, 5, 6, 7, 8, 9, 10	Two-step problems
6, 7	Sharing and averaging
8, 9, 10	Budgeting

4. Arithmetic Fundamentals

D. ADDITION

1-45	Number facts
2, 4, 9, 12, 17, 18, 20, 25, 46	Adding zeros
46, 47	Two-place simple addition
48, 49, 50	Carrying

E. SUBTRACTION

1-45	Number facts
2, 8, 12	Subtracting zeros
46, 49	Two- and three-place simple subtraction
44, 45, 47, 48, 50	Borrowing

F. MULTIPLICATION

1-45	Number facts
6, 21, 24, 27, 30, 33, 34, 36	Multiplying zeros
46, 47, 48	Two- and three-place simple multiplication
49, 50	Carrying

G. DIVISION

1-45	Number facts
4, 6, 14, 26, 35	Dividing zeros
46	Two-place simple division
47, 48, 49, 50	Carrying

5. Mechanics of English

A. CAPITALIZATION

1, 5	Pronoun "I"
2, 7, 16	Names of persons
3, 4, 8	Names of months or days
6, 9, 10, 12, 13	Names of places
14, 19	First words of quotations
11, 15, 17, 18, 20	First words of sentences

B. PUNCTUATION

1, 6, 10, 11, 13, 14, 16, 17	Periods
2, 3, 5, 7, 19	Question marks
4, 8, 9, 12, 15, 18, 20	Commas

C. WORD USAGE

1, 7	Case
2, 11, 14, 16, 18	Tense
3, 4, 9, 17	Number
5, 6, 8, 10, 12, 13, 15, 19, 20	Good usage

6. Spelling (1-25) See profile

---

* Consult Part 2 of the Manual for uses.

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APPENDIX E

INFORMAL READING INVENTORY

Here is a simple check sheet that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to *you*.

Name: ______________________ Date: ________ Education: ________

Institution: ______________________________

Vocabulary Difficulties

Letters transposed ____
Pronounciation ____
Beginnings omitted ____
Endings omitted ____
Reversals ____
Words confused ____
Sounds added ____
Sounds omitted ____

Context clue ____
Picture clue ____
Phonic Difficulties ____
____
____
____
____
____

Comprehension Difficulties

Poor memory ____
Directions ____
Detail reading ____
Summarization ____

Word Reader ____
Punctuation ____
Directional skills ____
Repetitions ____

Special Defficulties

____
____
____

Reading Levels

Independent ____ Instructional ____ Frustration ____ Capacity ____

Series Used ______________________________________

Materials recommended ____________________________
____
____

Appendix F

MATHEMATICS PRE-PLACEMENT TEST

Name____________________________________Date____________________

Instructions: This is a short pre-placement test. Begin with number (1) and work as many problems as you can. Do not guess. If you cannot work a problem, go on to the next one. Work as rapidly as possible without sacrificing accuracy. When you have worked all the problems that you can, get the attention of your instructor so your paper may be corrected. Then you will be given the proper placement test.

(1) $\begin{array}{r} 7 \\ \underline{+\ 8} \end{array}$ (2) $\begin{array}{r} 11 \\ \underline{-\ 5} \end{array}$ (3) $\begin{array}{r} 35 \\ \underline{+\ 24} \end{array}$ (4) $\begin{array}{r} 3 \\ 7 \\ \underline{+\ 6} \end{array}$

(5) $\begin{array}{r} 16 \\ \underline{-\ 9} \end{array}$ (6) $\begin{array}{r} 379 \\ \underline{+\ 426} \end{array}$ (7) $\begin{array}{r} 600 \\ \underline{-\ 264} \end{array}$ (8) $\begin{array}{r} 7 \\ \underline{\times\ 9} \end{array}$

(9) 48 ÷ 6 = ______ (10) $\begin{array}{r} 2/5 \\ \underline{+\ 1/5} \end{array}$ (11) $\begin{array}{r} 13.50 \\ \underline{-\ 1.95} \end{array}$ (12) $\begin{array}{r} 34 \\ \underline{\times\ 65} \end{array}$

(13) How much change should you receive from a $10 bill if you bought a steak for $3.92 and a bag of potatoes for $.79?

(14) 6/46 (15) 2/9 of 27 = ____ (16) $\begin{array}{r} 4.16 \\ \underline{\times\ 6.9} \end{array}$

(17) $56\overline{)3541}$ (18) $23\overline{)32.43}$ (19) $\begin{array}{r} 5\ 2/3 \\ \underline{+\ 2\ 3/8} \end{array}$ (20) $\begin{array}{r} 6\ 1/8 \\ \underline{-\ 2\ 1/2} \end{array}$

(21) $.17\overline{)1.054}$ (22) 4 1/2 x 5/6 = ____ (23) 5/8 ÷ 3/4 = ____

(24) (24) $(2/3)^3$ = _____

(25) Mr. Walker walks .75 miles to work every morning and the same distance home every night. How far does he walk to and from work in five days?

APPENDIX G

EVALUATION FORM

AN EVALUATION OF ADULT BASIC EDUCATION INSTRUCTIONAL MATERIALS

Evaluator: ____________________

Material (s): ____________________

My position in ABE is: Administrator, Supervisor, Full-time teacher, part-time teacher, other: ____________________

Please check yes or no:

A. Reading

1. Is the material conducive to proper visual coordination?

   ________ Yes ________ No

2. Does the material provide for adequate practice in auditory discrimination?

   ________ Yes ________ No

3. Does the material provide for visual discrimination regarding alphabet recognition?

   ________ Yes ________ No

4. Does the content of the material contribute to the teaching of word recognition?

   ________ Yes ________ No

5. Is vocabulary building represented sufficiently in this material?

   ________ Yes ________ No

6. Does the material provide for the teaching of comprehension skills?

   ________ Yes ________ No

B. Mathematics

1. Does the material provide for the teaching of each of the following major skill areas?

	YES	NO
A. Enumeration	____	____
B. Place Value	____	____

	YES	NO
C. Simple Addition	____	____
D. Simple Subtraction	____	____
E. Simple Fractional Parts	____	____
F. Basic Measurements	____	____
G. Recognizing Simple Geometric Forms	____	____
H. Basic Multiplication	____	____
I. Basic Division	____	____

Directions: Please put a check in the space where you feel represents the quality of the materia mentioned in the question. A rating of 5 would be for a perfect material and a rating of 1 would be for a completely inadequate material.

C. General

1. Have you taught students using this material? ____ Yes ____ No

2. How familiar do you feel you are with this material?

____ ____ ____ ____ ____
1 2 3 4 5

3. Do the materials contribute to the teaching of those values necessary for the ABE student's becoming a productive member of society?

____ ____ ____ ____ ____
1 2 3 4 5

4. Does the content of the material contribute to the teaching of those general concepts necessary for the ABE student's becoming a productive member of society?

____ ____ ____ ____ ____
1 2 3 4 5

5. Does the content of the material conform to the areas in which your experience has shown the ABE student to have an interest?

____ ____ ____ ____ ____
1 2 3 4 5

6. Is the format of the material adult in appearance?

____ ____ ____ ____ ____
1 2 3 4 5

7. Does the material adequately take into account individual differences in learning rates?

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

8. How easy do you feel it would be to use the material?

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

9. If the material were modestly priced, would you recommend that it be bought for your ABE program?

___ 1 ___ 2 ___ 3 ___ 4 ___ 5

Feel free to make additional comments:

Appendix H

READING PROGRAM SHEET

Name: ______________________ Date: ______________

I. Word Recognition

_____ *Adult Reader

_____ *Working With Words

_____ *Working With Word Patterns

_____ *EDL Learning "100" Program

_____ *Mott - Keys to Basic Language Skills Series "1500"

_____ *Mott - Basic Language Skills Series "300"

_____ *Mott - Basic Language

II. Vocabulary

_____ *Mott Basic Language Skills Word Bank "300"

_____ MIND Language Skill Development Program

_____ *Reading for Meaning

_____ *Mott Basic Language Skills Series "600"

_____ Wilson's Essential Vocabulary

III. Study Skills

_____ *Read to Learn

_____ Thorndike-Barnhard Dictionary, Elementary and Junior Edition

_____ Cyclo-Teacher, Code Nos. 201-218

IV. Comprehension Skills

_____ *SRA Reading Laboratory IIB

_____ *SRA Reading Laboratory IIIA

_____ *SRA Reading for Understanding Laboratory, Jr. Ed.

_____ *Sullivan Reading Program

_____ *Read to Learn

_____ *Mott Comprehension Skills Series "301" & "302"

*Materials that can be used in more than one skills area.

Appendix I

INDIVIDUAL PRESCRIPTION SHEET

____
Student

Date	Skill	Material	Page No.	Total Points Possible	% or No. Correct

Appendix J

INDIVIDUAL PRESCRIPTION SHEET

Name: ______________________________ Date: ____________________

Index of Mathematic Skills	Suggested Materials
I. Numeration ____ A. 1-1000 ____ B. By 2's, 5's, 10's	I. 1. Steps to Mathematics, Book 1, Steck-Vaughn, p. 1-14, 22, 35 2. Mott "300" Series, Basic Numbers and Money, Allied Education Council, p. 306
II. Place Value	II. 1. Working with Numbers, Book 4, Steck-Vaughn, p. 105 2. Mott "300" Series, p. 16, 21-22
III. Basic Addition ____ A. Simple Addition Facts ____ B. Addition Large Numbers	III. 1. Figure It Out, Book I Follett Pub. Co., p. 4-8 2. Working With Numbers Book 4, p. 3-11, 31
IV. Basic Subtraction ____ A. Simple Subtraction Facts ____ B. Subtracting Larger Numbers	IV. 1. Figure It Out, Book 1, p. 12-16 2. Working With Numbers, Book 4, p. 12-17
V. Basic Multiplication ____ A. Simple Multiplication Facts ____ B. Multiplying by 1 & 2 Place Numbers	V. 1. Cyclo-teacher, Field Enterprises Educational Corp., M22-M30 2. Mott "300" Series, p. 51-53

VI. Basic Division

- ______ A. Simple Division Facts
- ______ B. Dividing by One Digit Divisor
- ______ C. Dividing with Remainders
- ______ D. Dividing by Two Digit Divisors

VII. Basic Measurements

- ______ A. Time
- ______ B. Linear Measurements
- ______ C. Coins & Money
- ______ D. Liquid Measure
- ______ E. Dry Measure
- ______ F. Distance

VIII. Writing and Understanding Simple Fractional Parts

IX. Recognizing Simple Geometric Forms

X. Functional Mathematics

- ______ A. Location of Places by Number
- ______ B. Time-and-a-Half Overtime
- ______ C. Percent Applied to Time Payments
- ______ D. Taxes
- ______ E. Insurance
- ______ F. Social Security
- ______ G. Banking

VI. 1. Steps to Mathematics, Book 1, p. 52-56

2. Mott "300" Series, p. 31, 34, 55

3. Working with Numbers, Book 4, p. 73-80

4. Cyclo-teacher, M32-M40

VII. 1. Working with Numbers, Book 4, p. 24, 62-63. 97-98

2. Steps to Mathematics, Book 2, p. 21, 52-57

3. Mott "300" Series, p. 13-16

4. Figure It Out, Book 2

5. Cyclo-teacher, M57

6. Cyclo-teacher, M59

VIII. 1. Working with Numbers, Book 4, p. 100

2. Cyclo-teacher, M67-M68

IX. 1. Cyclo-teacher, M60

X. 1. Steps to Mathematics, Book 2, p. 16-46

2. Mott Series "300" p. 63-143

3. Figure It Out, Book 2, p. 77-78

4. Adult Reader, Steck-Vaughn, p. 49

Other Reference Materials

SRA 2 + 2 Fact Kit, Science Research Associates, Chicago

SRA Computational Skills Development Kit, SRA, Chicago

Math Kit I, McCormick-Mathers

Wollensak Math Tapes

Appendix K

MINI CURRICULUM

CONTENT AREA:	Reading
TOPIC:	Reading Simple Signs
GRADE LEVEL:	Beginning Level
CONCEPT:	The techniques of reading simple signs which are encountered in normal surroundings
PURPOSE:	To aid the adult student in gaining a working knowledge of simple signs

PERFORMANCE OBJECTIVES:

1. From a pictorial handout of 20 of the most commonly encountered signs, the student will correctly select 18.

ACTIVITIES:

1. Through the use of the overhead projector and transparencies of numerous commonly encountered signs, the teacher and students will discuss the significance in their daily lives.

2. Match the word with the correct symbol through the use of a matching exercise handout.

TEACHER PREPARATION:

1. Prepare pictorial list of commonly used signs with transparencies and handouts.

2. Obtain copies of driver's license study manuals.

MATERIALS, AIDS:

1. Overhead projector
2. Transparencies
3. Pictorial handouts
4. Copies of driver's license study manuals
5. Magazines and other periodicals containing simple roads

EVALUATION:

1. Teacher-made test
2. Teacher observation
3. Have students select signs from a pictorial list.

Appendix L

MINI-CURRICULUM

CONTENT AREA: Mathematics

TOPIC: How to Handle Your Money

GRADE LEVEL: Beginning Level

CONCEPT: The techniques of applying addition and subtraction to the household budget

PURPOSE: To aid adult students in gaining more knowledge in the techniques of handling money

PERFORMANCE OBJECTIVES:

1. The student will add correctly several utility bills.
2. By subtracting the total of one month's utility bills from his monthly take-home pay, the student will determine the balance.

ACTIVITIES:

1. Have the student bring to class one month's electric, phone, gas and water bills. Have the student total the bills.

TEACHER PREPARATION:

1. Collect several utility bills.
2. Prepare a transparency illustrating the process of addition and subtraction.
3. Prepare student work sheets allowing for further practice.

MATERIALS, AIDS:

1. Overhead projector
2. Transparencies
3. Worksheets
4. Pencils

EVALUATION:

1. Teacher-made test
2. Have students demonstrate ability to add and subtract by using work sheets.

TRANSPARENCIES

Transparency 1

PLACEMENT INVENTORY

Material	Grade Level Of Selection	Total Number Of Words In Selection	10% Of Words In Selection	Errors Made

EXAMPLE

Number of Words	10%	Errors Made
36	4	0
39	4	1
43	4	3
57	6	6 Reading Level of Student
69	7	9 Frustration Level
84	8	14

NINE KINDS OF READING ERRORS

1. Reversals
    a. word
    b. word order
2. Substitutions
    a. word
    b. letter
3. Additions
4. Ommissions
    a. word
    b. letter
5. Repetitions
6. Mispronunciations
7. Disregard of punctuation
8. Help (with an unknown word)
9. Hesitations (four seconds or longer)

SAMPLE RECORD KEEPING FORM FOR THE PLACEMENT INVENTORY

Material: Reading Development Kits, Addison Wesley Publishing Co.

Selection	Level	No. of Words	No. of Errors Allowed	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Student #9	Student #10	Student #11	Student #12	Student #13	Student #14	Student #15	Student #16	Student #17	Student #18	Student #19	Student #20	Student #21	Student #22	Student #23	Student #24	Student #25
Heal. 101	1.0	44	4	2	1	2	4	0	11	2	0	1	2	4	1	3	3	1	2	3	3	2	3	14	4			
Law 201	2.0	61	6	4	1	2	7	0		4	2	3	6	7	1	9	6	3	6	7	6	2	6	28	7			
Safe. 204	2.5	78	8	9	1	6	20	1		9	6	9	9	14	3	21	11	7	9	9	7	4	9		9			
Sci. 301	3.0	97	10	18	2	9		3		13	9	10	19	85	4	44	46	9	11	14	9	7	0		11			
Heal. 304	3.5	90	9		3	10		2		17	9	10	24		3	68	81	9	13		9	8	24		9			
Work 401	4.0	109	11		8	14		3			13	14	23		6	80	94	10	27		15	11	62		12			
Sci. 404	4.5	84	8		6	16		4			26	17	70		9	90		4	48		30	11	84		8			
Safe. 501	5.0	104	10		10			9			48	20			15	97		10				14	98		11			
Sci. 504	5.5	95	10		9			10				28			28			11				15			16			
Heal. 601	6.0	128	13		14			12				32			49			17				23			28			
Work 604	6.5	118	12		19			12																				
Commu. 701	7.0	113	11					11																				
Heal. 704	7.5	122	12					13																				
Educ. 801	8.0	110	11					12																				
Work 804	8.5	116	12					26																				
Sci. 901	9.0	160	16																									
Commu. 904	9.5	127	13																									
Work 1001	10.0	165	17																									
Educ. 1004	10.5	170	17																									

THE ALPHABET

Instructions for use: Have the student look at each letter. If he thinks he knows it, he should point to it and say it. Mark each one correctly identified on your copy.

THE ALPHABET

A	d	q	o	M	c	u	E	T	G
X	k	e	w	Q	a	p	C	O	s
v	Y	K	x	o	B	t	V	g	U
h	n	R	b	f	s	F	u	j	D
r	W	H	z	J	l	Z	l	m	L
i	M								

Transparency 5

GEESLIN'S LIST OF COMMONLY USED WORDS

a
about
above
again
ago
age
after
all
along
always
also
am
an
and
any
are
army
around
as

by
call
came
can
car
carry
children
city
close
cold
come
could
cut
day
dear
did
do
does
dollar

four
from
front
full
gave
get
give
go
goes
going
good
gone
got
green
grow
had
hard
has
have

just
keep
dept
kind
know
land
last
late
laugh
learn
left
less
let
like
light
little
live
long
look

next
night
no
not
now
of
often
off
old
on
once
one
only
open
other
or
our
out
over

Directions: Circle words the student knows

Total number of words = 95

Number of words right = ____

Number of words wrong = ____

INFORMAL READING INVENTORY

Here is a simple check sheet that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to *you*.

Name: ____________________ Date: ________ Education: ________

Institution: ____________________________

Vocabulary Difficulties

Letters transposed ____
Pronounciation ____
Beginnings omitted ____
Endings omitted ____
Reversals ____
Words confused ____
Sounds added ____
Sounds omitted ____

Context clue ____
Picture clue ____
Phonic Difficulties ____
____
____
____
____
____

Comprehension Difficulties

Poor memory ____
Directions ____
Detail reading ____
Summarization ____

Word Reader ____
Punctuation ____
Directional skills ____
Repetitions ____

Special Defficulties

____
____
____

Reading Levels

Independent ____ Instructional ____ Frustration ____ Capacity ____

Series Used ________________________________

Materials recommended ________________________
____
____

Transparency 7a

MATHEMATICS PRE-PLACEMENT TEST

Name____Date________________________

Instructions: This is a short pre-placement test. Begin with number (1) and work as many problems as you can. Do not guess. If you cannot work a problem, go on to the next one. Work as rapidly as possible without sacrificing accuracy. When you have worked all the problems that you can, get the attention of your instructor so your paper may be corrected. Then you will be given the proper placement test.

(1) $\begin{array}{r} 7 \\ +\ 8 \\ \hline \end{array}$ (2) $\begin{array}{r} 11 \\ -\ 5 \\ \hline \end{array}$ (3) $\begin{array}{r} 35 \\ +\ 24 \\ \hline \end{array}$ (4) $\begin{array}{r} 3 \\ 7 \\ +\ 6 \\ \hline \end{array}$

(5) $\begin{array}{r} 16 \\ -\ 9 \\ \hline \end{array}$ (6) $\begin{array}{r} 379 \\ +\ 426 \\ \hline \end{array}$ (7) $\begin{array}{r} 600 \\ -\ 264 \\ \hline \end{array}$ (8) $\begin{array}{r} 7 \\ \times\ 9 \\ \hline \end{array}$

(9) 48 ÷ 6 = _______ (10) $\begin{array}{r} 2/5 \\ +\ 1/5 \\ \hline \end{array}$ (11) $\begin{array}{r} 13.50 \\ -\ 1.95 \\ \hline \end{array}$ (12) $\begin{array}{r} 34 \\ \times\ 65 \\ \hline \end{array}$

(13) How much change should you receive from a $10 bill if you bought a steak for $3.92 and a bag of potatoes for $.79?

(14) 6/46 (15) 2/9 of 27 = _____ (16) $\begin{array}{r} 4.16 \\ \times\ 6.9 \\ \hline \end{array}$

(17) $56\overline{)3541}$ (18) $23\overline{)32.43}$ (19) $\begin{array}{r} 5\ 2/3 \\ +\ 2\ 3/8 \\ \hline \end{array}$ (20) $\begin{array}{r} 6\ 1/8 \\ -\ 2\ 1/2 \\ \hline \end{array}$

(21) $.17\overline{)1.054}$ (22) 4 1/2 x 5/6 = _____ (23) 5/8 ÷ 3/4 = _____

(24) (24) $(2/3)^3$ = _____

(25) Mr. Walker walks .75 miles to work every morning and the same distance home every night. How far does he walk to and from work in five days?

Transparency 7b

RATING SCALE

PERCENT	APPROX. LEVEL	CORRECT ANSWERS
20	(1) B	5
30	(2-3) C	7-8
40	(4) D	10
50	(5-6) E	12-13
60	(7) F	15
70	(8) G	17-18
80	(9+) H	19+

IPI MATHEMATICS PLACEMENT TEST

Addition/Subtraction (3,4)

Level B

Name ______________________________ Date ____________________

Add or Subtract.

$$\begin{array}{rrrl} 3 & 3 & 6 & 4 + 4 = \_\_\_\_\_\_ \\ +\ 4 & +\ 2 & +\ 1 & \\ \hline & & & \end{array}$$

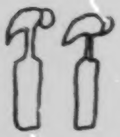
$$\begin{array}{rrrl} 3 & 9 & 7 & 10 - 4 = \_\_\_\_\_\_ \\ -\ 5 & -\ 3 & -\ 4 & \\ \hline & & & \end{array}$$

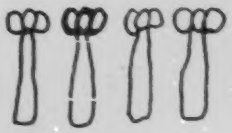
Write = or ≠ in the circle.

5 - 3 ○ 6 11 - 5 ○ 6

Mark the answer.

A salesman has 2 of one kind of hammer and 4 of another kind. How many hammers does he have?





2 3 4 5 6 7

Transparency 8b

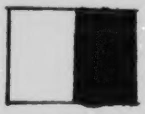
IPI MATHEMATICS PLACEMENT TEST

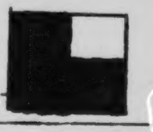
Fractions (08)

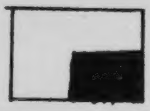
Level B

Name ______________________ Date ______________________

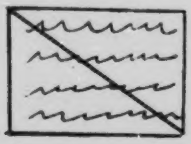
Mark the square that is half shaded.

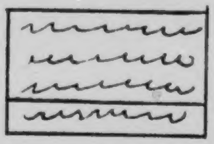


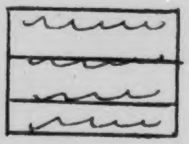




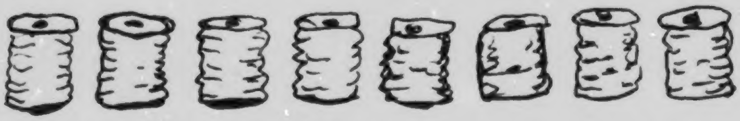
Mark the page that has been cut in half.

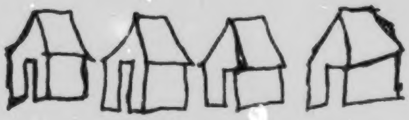


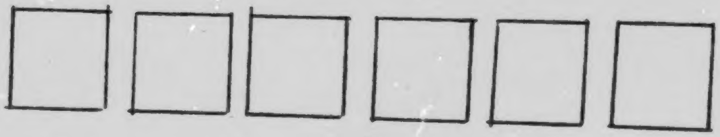




In each row, mark half of each set.







IPI MATHEMATICS PLACEMENT TEST

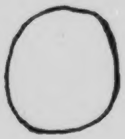
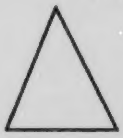
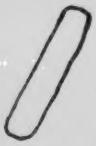
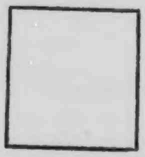
Geometry (12)

Level B

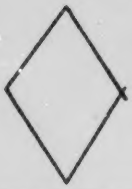
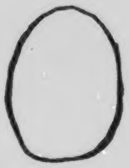
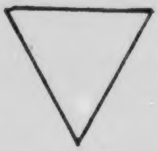
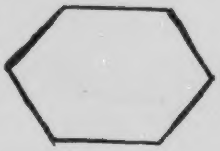
Name ______________________ Date ____________________

In each row, mark the figure that is named.

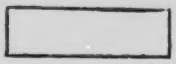
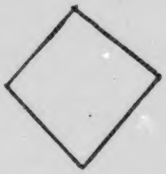
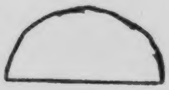
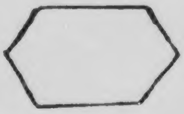
circle

triangle

rectangle

Draw a square

Draw a triangle

Transparency 8d

IPI MATHEMATICS PLACEMENT TEST

Name ______________________ Date ________________

What number comes just before 2?

Sample: ________, 2

________, 30

________, 73

What number comes just after 2?

Sample: 2, ________

47, ________

89, ________

Mark the smallest number in each box.

14	18	13
94	49	98
39	79	59

Write or show whether the first number is greater or lesser.

13 ○ 31

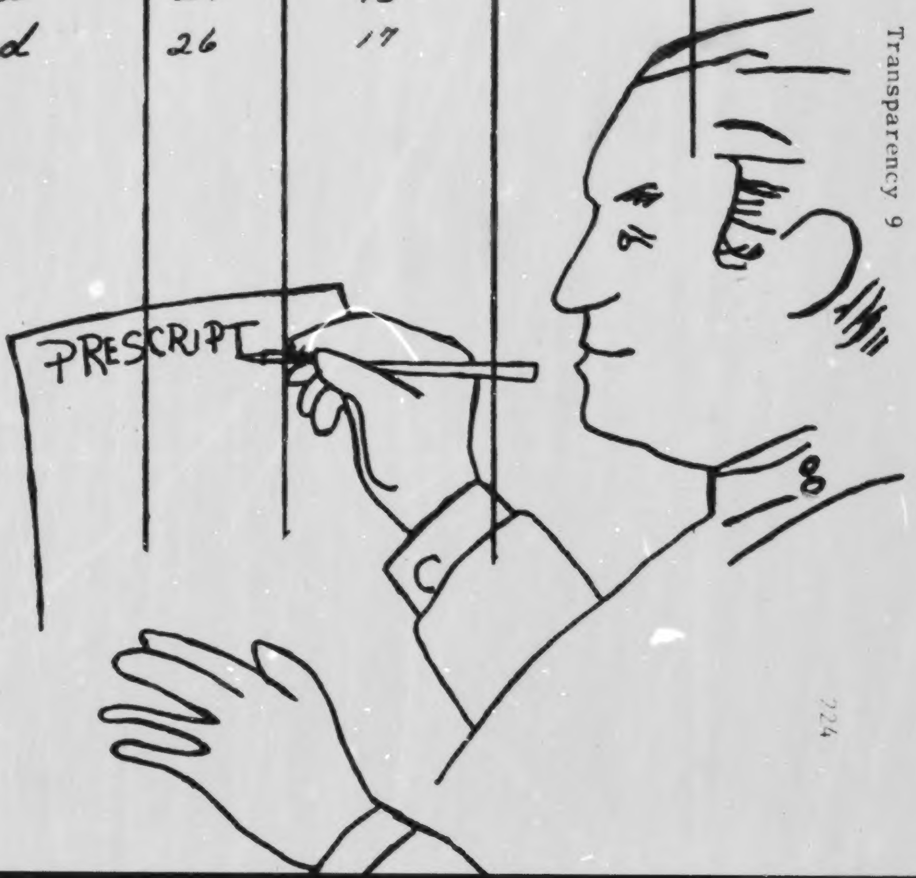
78 ○ 87

Transparency 9

INDIVIDUAL PRESCRIPTION SHEET

Student

Date Prescribed	Skill Present	Material	Page no.	Total Points or Percentage Possible	Per Cent or no. correct
6-7-73	Voc.	Skills S. 600	18	48	
6-28-73	Comp.	Learn to read	24	15	
6-29-73	Comp.	Learn to read	26	17	



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Geeslin, Robert H. Teacher Training Reading Syllabus - Unit One Diagnosis. Morehead: Morehead State University, 1971.

Gresham, LaVerne P., ed. Curriculum Guide for Adult Education Teachers - Bulletin No. 1187. Baton Rouge: Louisiana State Department of Education, 1970.

Leland, Lyle. Teacher Training Syllabus - Mathematics for Adults. Morehead: Morehead State University, 1971.

INDIVIDUAL PRESCRIPTION INSTRUCTION

Intermediate Level

A. DIAGNOSING LEARNING NEEDS OF THE ADULT

1. Determining Instructional Level
2. Diagnosing Individual Learning Difficulties

B. EVALUATING MATERIAL AND DEVELOPING INDIVIDUALIZED INSTRUCTIONAL PROGRAMS

1. Evaluation of Materials
2. Development of Prescription Programs
3. Mini-Curriculum

by

Mrs. Byrdie Crawford, Adult Education Instructor, Bienville Parish
Mr. Dean Daigle, Adult Education Instructor, Acadia Parish
Mrs. Velma Hendricks, Adult Education Instructor, St. Landry Parish
Mrs. Bettye Johnson, Adult Education Instructor, Jeff Davis Parish
Mrs. Evelyn Whitfield, Adult Education Instructor, Orleans Parish

INDIVIDUAL PRESCRIPTION INSTRUCTION

OUTLINE

I. Behavioral Objective

A. Having been presented with the appropriate instruction, the participants will determine the instructional level of an individual student.

B. Having been presented with the appropriate instruction, the participants will diagnose individual learning difficulties of a particular student.

C. The participant will evaluate adult learning based on the criteria established by trainers.

D. [illegible] participant will devise an individual program prescription sheet.

E. The participants will develop a mini-curriculum in the area of reading and math.

II. Activities

A. The participants will engage in class activity involving the use of the C.A.T. Scoreze to accomplish objective.

B. The participants will engage in class activity involving the use of the TABE Locator Test to accomplish objective.

C. The participants will engage in class activities using the criteria established to evaluate materials made available.

D. The participants will engage in class activities designed to give experience in the development of an individual prescription program.

E. The participants will engage in class activities in the construction of mini-curricula.

III. Narrative

A. Diagnosing Learning Needs of the Adult

1. Determining Instructional Level
2. Diagnosing Individual Learning Difficulties

B. Evaluating Material and Developing Individualized Instructional Programs

1. Evaluation of Materials
2. Development of Prescription Programs
3. Mini-Curriculum

IV. Supportive Material

A. Transparencies

1. The Adult and Diagnosis
2. TABE Locator Test
3. TABE Scale
4. Adult Basic Application
5. Mathematics Pre-Placement Test
6. Informal Reading Inventory
7. Reaction to Testing (Optional)
8. Adult Embarrassment (Optional)
9. Evaluation Form
10. Individual Prescription Program
11. Mini-Curriculum

V. Appendix

A. TABE Locator Test
B. TABE Scale
C. CAT Scoreze
D. Profile Sheet
E. Diagnostic Analysis of Learning Difficulties
F. Application for Enrollment
G. Mathematics Pre-Placement Test
H. Informal Reading Inventory
I. Evaluation Form - A Scale for Evaluation of Adult Education Instructional Materials
J. Individualized Prescription Program
K. Mini-Curriculum

INDIVIDUAL PRESCRIPTION INSTRUCTION

A. DETERMINING INSTRUCTIONAL LEVEL AND DIAGNOSING LEARNING NEEDS OF THE ADULT

The instructional level of Adult Basic Education students can be determined in many ways. Some of these are ready-made, commercially-prepared, diagnostic tools, while others are of an informal, teacher-made design. As basic as it may seem, an informal interview with the student can provide a great deal of information, lending some insight into his possible educational background. It is generally understood that grade placement and diagnosis are the first steps encountered in dealing with the ABE student.

Grade-level placement involves much more than testing. Our first main consideration, here, will be the various types of materials available for determining grade-level placement and diagnosis. However, before delving into the vast array of materials, there are some general concerns for the adult educator. (See Transparency 1) Some of these are as follows:

1. Know that it is more difficult for older adults to learn.
2. Use more than one test result to diagnose learning difficulties or to determine level of instruction.
3. Be sure the materials used are adult-oriented.
4. Do not attempt any formal testing the first day of attendance.
5. Provide pleasant physical surroundings.
6. Make the student feel wanted and comfortable. Establish good rapport.
7. Find out the student's interests and goals which he wishes to achieve.
8. Never embarrass a student by asking or demanding him to perform in the presence of other students.
9. Do not expect or force the student to attempt to do anything which at the moment he is incapable of doing.
10. Recognize the student's innate abilities.
11. Praise the student for every sign of progress.

These aspects should be considered in diagnosis. Often, the slightest offense to an adult, regarless if realized or intentional, can cause him not to return to class.

Two types of materials that can be used in the determination of educational, or more specifically, instructional levels are the CAT (the California Achievement Test) and the ABLE (Adult Basic Learning Examination). The ABLE is constructed for use with adults, whereas, the California Achievement Test is not specifically for adults. Mention will be made of the Tests of Adult Basic Education (TABE) which is published by the same company as that which publishes the CAT, McGraw-Hill. In the activities to follow, we will use the California Achievement Test as a basis for determining levels of instruction.

The TABE is very similar to the CAT, differing only in the cover format and the nature of the content area which is geared toward adult interest. (See Transparency 2 and Appendix A.) The TABE has another valuable feature, the Locator Test. This simple vocabulary test will indicate to the tester which of the three levels of the TABE should be administered. If the CAT is to be used, there is a conversion table accompanying the test for this purpose. (See Transparency 3 and Appendix B.) Several other tests can be administered to determine instructional levels: The Gray Oral Reading Test, Individual Reading Placement Inventory, and many others.

Activity: It is beneficial to have various tests available for discussion and examination.

The CAT is the state-wide determinant for grade-level placement so ample consideration should be given this test.

Activity: Each trainee should have CAT Scoreze wit- which to work. He will be shown how to use the CAT Scoreze and profile sheet. The trainee should demonstrate how to transfer information obtained from the second page of the scoreze. The trainer can supply hypothetical raw scores with which the trainee can work. After the raw scores have been recorded, the trainee should be instructed to look at the profile line that is directly below the block. After the number corresponding with the raw score is located, a small x should be placed on that number. The same should be done for each raw score and then the x's joined by straight lines. After completion of the graphing, the trainee should reveal the Diagnostic Profile Sheet, pointing out the correlation between the number on the Diagnostic Analysis of Learning Difficulties. Samples of the Scoreze answer sheet, the profile sheet and the Diagnostic Analysis of Learning Difficulties sheet may be found in Appendices C, D and E, respectively.

Both the individual profile sheet and the Diagnostic Analysis of Learning Difficulties yield a very clear picture of the scholastic standing of each student.

Among the non-commercial items which could aid in determining levels of instruction is the simple application form. These forms are of various types but most ask the student for the last grade completed. The ease with which the application form is filled out gives another clue as to level or authenticity of level indicated on the application blank. We must not, however, draw conclusions or rely exclusively on an application form for determining level of instruction. (See Transparency 4 and Appendix F.)

A tool often neglected in this diagnostic portion is the teacher-made determiner. Usually the reason it is not utilized is because the adult teacher does not feel confident in designing such an instrument. It is, in reality, very simple to do and probably more adaptable to each teacher's own classroom and community situation.

The following test is an example of one which could easily be constructed by the adult educator. (View Transparency 5 and Appendix G.) It should also be noted that this test can more specifically determine skill areas in which the student is deficient, as well as his grade level.

An example of a level determiner in reading is the Informal Reading Inventory, which may also serve as a diagnostic check sheet.[1] (See Transparency 6 and Appendix H. Allow a few minutes for discussion.) The grade level is determined by the degree of accuracy of the material being read, the level of the material having been predetermined by the instructor. (Graded reading materials are selected from textbooks, workbooks and other materials.) Diagnosis is made through carefully observing the nature of the reading errors and then making written record of this, either through use of the Informal Reading Inventory or a similar tool. A brief study of this record produces an abundance of information.

Whatever means is used, it should be clear that a method for diagnosis is as essential as one for grade-level placement. Diagnosis provides the kind of information necessary for differentiated instruction and is, therefore, the necessary link between teaching and learning.

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[1] LaVerne P. Gresham, ed. Curriculum Guide for Adult Education Teachers-Bulletin No. 1187 (Baton Rouge: Louisiana State Department of Education, 1970), p. 16.

B. EVALUATING MATERIAL AND DEVELOPING INDIVIDUALIZED INSTRUCTIONAL PROGRAMS

Evaluation of Materials

A problem which often faces the Adult Education teacher is determining the suitability of materials for his students. There must be concern for the interest level, the practicability and the reading level of the material. Materials issued to adults can just as easily "turn them off" as "turn them on", if not evaluated properly.

Some insight into a method for determining suitability or practicability of materials for adults is appropriate at this time.

A copy of the evaluation form can be found in the trainee's guide. (See Transparency 9 and Appendix I.) These forms should be read carefully, then reexamined for the qualities listed on the evaluation form from one to five. The quality of the material can be rated. A rating of one represents a lack of whatever quality is listed and a rating of five represents perfect quality.

By doing a careful evaluation, you will help improve materials and clarify the strong and weak points of each material.

At this time, the trainer should refer to the evaluation sheet (Appendix A), to answer questions and offer guidance in evaluating available workbooks and textbooks. Using the criteria evaluation sheet (Appendix I), the participants should examine the materials as to their appropriateness for adults, as well as readability level. (Transparency 9 will aid the trainee in his evaluation.)

Development of Prescription Program

It is first necessary to define what is meant by the term "prescription" in relation to the individualization of learning activities. The origin of the work, as it is used here, stems from the "doctor-diagnosis-prescription" idea. In developing a prescriptive program for adult students, we are concerned with a listing of resource materials and activities conducive to correction of learning disabilities. To illustrate, let us assume that we have diagnosed a particular skill deficiency of a student. Let's further assume that this deficiency is in column addition, adding money. The prescriptive program sheet should indicate to us the resource, or resources, to assign the student and the activities that will enable him to overcome this difficulty.

The prescriptive program is, therefore, nothing more than a properly devised, instructional pathway that pinpoints the student's learning activities and materials based upon his diagnosed deficiencies.

To construct a program prescription sheet such information as name, age, date, level of instruction, etc. is needed. The program sheet can be used as an assignment or prescription sheet in itself. It is important that the program sheet, if used as a prescription, be filed as part of the student's cumulative record. Other options to consider in devising the individualized prescription program sheet are: kinds of instructional techniques to be used, the date for prescription completion, and concept and/or skill areas to be treated.

(See Appendix J. Place Transparency 10, Individual Prescription Program, on the overhead.

Time should be spent discussing the structure, format and content of the transparency. The trainee will be asked to devise an individualized prescription sheet in relationship to a particular diagnostic instrument, those concepts and skills that the instrument diagnoses, and the materials or resources that are available to the trainee.

The content listing of the prescription sheet is dependent upon the individual teacher. Design it to be meaningful to the student and instructionally sound.

The Mini-Curriculum

To meet the individual instructional needs of students, one technique found to be effective is the mini-curriculum. The mini-curriculum is really nothing more than an abbreviated lesson plan designed to present a single concept of interest or need for the student. To develop skills in any subject area and maintain student progress, a mini-curriculum can be prepared. A sample format of a mini-curriculum is included in the appendix. (See Appendix K and Transparency 11.)

APPENDIX

Appendix A

TABE LOCATOR TEST

Name: ____ M F
LAST FIRST INITIAL CIRCLE ONE

School: ____

Examiner: ________________ Teacher: ________________ Date: __________

DIRECTIONS: Decide which word means the opposite or about the opposite of the first word.

SAMPLES

A. happy 1. black 2. run 3. sad 4. rich --------------------A
B. many 1. few 2. small 3. too 4. much --------------------B

TEST

1. big 1. early 2. great 3. little 4. thrilling ------------1
2. cool 1. chill 2. warm 3. cruel 4. moist ------------------2
3. high 1. crooked 2. lost 3. far 4. low --------------------3
4. asleep 1. rebuilt 2. dazed 3. uncertain 4. awake ------------4
5. last 1. first 2. latest 3. newest 4. ninth ----------------5
6. give 1. sigh 2. receive 3. bill 4. stem -------------------6
7. rich 1. poor 2. build 3. quiet 4. happy ------------------7
8. smooth 1. small 2. heavy 3. even 4. rough ------------------8
9. beginning 1. needle 2. shovel 3. sailor 4. end ------------------9
10. ocean 1. hand 2. band 3. land 4. nation -----------------10
11. summer 1. spring 2. winter 3. autumn 4. fall ---------------11
12. lucky 1. luckless 2. hasty 3. loving 4. persistent --------12
13. wide 1. narrow 2. full 3. bright 4. quiet ----------------13
14. sad 1. moody 2. vocal 3. glad 4. quiet -----------------14
15. answer 1. speech 2. letter 3. question 4. echo -------------15
16. number 1. ticket 2. customer 3. theater 4. letter ----------16
17. single 1. sole 2. numerous 3. agitated 4. brave -------------17
18. sickness 1. kindness 2. recess 3. strength 4. health ---------18
19. mountain 1. valley 2. stream 3. plateau 4. peak --------------19
20. aloud 1. verbally 2. silently 3. musically 4. sadly -------20
21. heavy 1. high 2. light 3. amount 4. condition -------------21
22. child 1. metal 2. adult 3. doll 4. support ----------------22
23. import 1. export 2. porter 3. basket 4. harbor -------------23
24. brief 1. spent 2. insert 3. long 4. scant -----------------24
25. equal 1. ugly 2. even 3. unequal 4. undone ----------------25
26. dull 1. slow 2. full 3. sharp 4. weaving ----------------26
27. rugged 1. steep 2. mountains 3. strong 4. smooth -----------27
28. expensive 1. cheap 2. infectious 3. excellent 4. experiment ---28
29. bill 1. coin 2. fall 3. pencil 4. note -------------------29
30. expand 1. compress 2. warp 3. seek 4. venture --------------30

31. freedom 1. laws 2. republic 3. slavery 4. government ---------31
32. unseen 1. visible 2. unsteady 3. valorous 4. beneath --------32
33. balance 1. action 2. improper 3. scale 4. imbalance -----------33
34. labeled 1. steep 2. blank 3. queer 4. closeted ----------------34
35. employer 1. planter 2. empire 3. employee 4. emperor ----------35
36. comedy 1. cost 2. innocence 3. suggestion 4. tragedy --------36
37. construct 1. destroy 2. instruct 3. invent 4. memorize ---------37
38. solid 1. stupid 2. slippery 3. square 4. liquid -------------38
39. flood 1. land 2. expand 3. drain 4. spill ------------------39
40. ambitious 1. torn 2. navigable 3. lazy 4. confused -------------40
41. reduce 1. enlarge 2. repair 3. lose 4. report ----------------41
42. accurate 1. aboard 2. untrue 3. supple 4. appropriate ---------42
43. fiction 1. fear 2. fact 3. fame 4. flash ---------------------43
44. hastily 1. lovingly 2. leisurely 3. hatefully 4. hurriedly ---44
45. halved 1. handed 2. doubled 3. concert 4. wrote -------------45
46. telescope 1. microscope 2. lens 3. periscope 4. stereoscope ----46
47. forbid 1. seek 2. wage 3. swallow 4. allow ------------------47
48. hibernation 1. vibration 2. trap 3. activity 4. sleep -------------48
49. native 1. natural 2. short 3. broken 4. foreign -------------49
50. devout 1. quiet 2. troubled 3. mean 4. impious --------------50

SCALE TABE LOCATOR

The following scale will help you in determining which level C.A.T. to administer:

TABE LOCATOR TEST SCORE	TEST TO ADMINISTER
43-50	C.A.T. Advanced (9-11)
30-42	C.A.T. Intermediate (7-9) TABE (D)
15-29	C.A.T. Elementary (4-6) TABE (M)
0-14	C.A.T. Primary (1-3) TABE (E)

Appendix B

T.A.B.E. SCALE

T.A.B.E. Locator Test Scores	Test to Administer
43 - 50	C.A.T. Advanced (9 - 14)
30 - 42	T.A.B.E. Level "D" or C.A.T. Intermediate (7 - 9)
15 - 29	T.A.B.E. "M" or C.A.T. Elementary
0 - 14	T.A.B.E. "E", C.A.T. Upper Primary or C.A.T. Lower Primary

APPENDIX C

SCORES

- 3A
- 3B
- 3C
- Arith. Reason.
- 4D
- 4E
- 4F
- 4G
- Arith. Fund.

NAME	Last	First	Middle
DATE OF TEST	Year	Month	Day
SCHOOL		CITY	
DATE OF BIRTH	Year	Month	Day
FORM	Boy Girl (Circle One)	GRADE	TEACHER OR EXAMINER
PUPIL'S AGE	Years	Months	Total Mos.

SCOREZE NO. 520

DIAGNOSTIC ANALYSIS OF LEARNING DIFFICULTIES

TEST 3A MEANINGS

1 Writing a number
2 Writing a number
3 Writing a number
4 Writing a number
5 Writing a number
6 Writing money
7 Writing money
8 Roman numeral
9 Roman numeral
10 Roman numeral
11 Whole number
12 Fraction
13 Whole no. or decimal
14 Fract., mixed, whole no
15 Fraction or per cent

3A

TEST 3B SIGNS AND SYMBOLS

16 Sign
17 Sign
18 Sign
19 Sign
20 Sign
21 Sign
22 Sign
23 Sign
24 Abbreviation
25 Symbol
26 Symbol
27 Abbreviation
28 Symbol
29 Symbol
30 Sign

3B

TEST 3C PROBLEMS

31 One-step
32 One-step
33 One-step
34 One-step, averaging
35 Two-step
36 Two-step
37 Two-step and sharing
38 Two-step
39 Ratio
40 Two-step and averaging
41 Square measure
42 Fraction
43 Cubic measure
44 Percentage
45 Percentage

3C

TEST 4D: ADDITION

46 Simple combinations
47 Simple comb., zero
48 Simple comb., zeros
49 Higher decade
50 Carrying
51 Carrying
52 Column addition
53 Col. add., add. money
Adding money
55 Adding numerators
56 Common denominator
57 Adding mixed no.
58 Com. denom., mixed nos.
59 Com. denom., mixed nos.
60 Com. denom., mixed nos.
61 Com. denom., mixed nos.
62 Fraction and decimal
63 Writing a decimal
64 Writing a decimal
65 Denominate numbers

4D

TEST 4E SUBTRACTION

66 Simple combinations
67 Simple combinations
68 Simple comb., zero
69 Simple comb., zero
70 Borrowing
71 Borrowing
72 Borrowing, zero
73 Borrow., sub. money
74 Borrow., sub. money

TEST 4E (Cont.)

75 Subtracting numerators
76 Subtracting numerators
77 Common denom.
78 Common denom.
79 Subtracting, mixed no.
80 Borrowing, mixed no.
81 Borrowing, mixed no.
82 Fraction from decimal
83 Writing a decimal
84 Writing a decimal
85 Denominate numbers

4E

TEST 4F MULTIPLICATION

86 Tables
87 Tables, 0's in multi'cand
88 Tables
89 Tables
90 Tables, 0's in multi'cand
91 Tables, 2-place mult.
92 Zeros in 2-place mult.
93 0's multi'cand & mult.
94 0's multi'cand & mult.
95 Mult. with fraction
96 Mult. with fractions
97 Cancellation, fractions
98 Cancellation, fractions
99 Mult., mixed no.
100 Mult., mixed no.
101 Mult., mixed nos.
102 Mult., mixed no
103 Pointing off a decimal

TEST 4F (Cont.)

104 Pointing off a decimal
105 Denominate numbers

4F

TEST 4G DIVISION

106 Tables
107 Tables
108 Tables, 0's in quotient
109 Tables
110 Tables
111 Tables, 0's in quotient
112 Tables
113 Tables
114 Tables, 0's in quotient
115 Remainder
116 Inverting divisor
117 Inverting divisor
118 Inverting divisor
119 Inverting divisor
120 Inverting divisor
121 Invert. div., mixed no.
122 Division, mixed no.
123 Division, mixed no
124 Pointing off a decimal
125 Pointing off a decimal

4G

3. Arithmetic Reasoning

A. MEANINGS

1, 2, 3, 4, 5	Writing number
6, 7	Writing money
8, 9, 10	Roman numerals
11	Whole numbers
12, 13, 14, 15	Fractions, decimals, per cent

B. SIGNS AND SYMBOLS

16, 17, 18, 19, 20, 21, 22 23, 25, 26, 28, 29, 30	Signs and symbols
24, 27	Abbreviations

C. PROBLEMS

31, 32, 33, 34	One step
35, 36, 37, 38, 40	Two step
34, 36, 37, 40	Sharing and averaging
41, 43	Square and cubic measure
42	Fraction
44, 45	Percentage
39	Ratio

4. Arithmetic Fundamentals

D. ADDITION

46, 47, 48	Simple combinations
47, 48	Zeros
49	Higher decades
50, 51	Carrying
52, 53	Column addition
53, 54	Adding money
55	Adding numerators
56, 58, 59, 60, 61	Common denominators
57, 58, 59, 60, 61	Adding mixed numbers
62	Fractions and decimals
63, 64	Writing decimals
65	Denominate numbers

E. SUBTRACTION

66, 67, 68, 69	Simple combinations
70, 71, 72	Borrowing
68, 69, 72	Zeros
73, 74	Subtracting money
75, 76	Subtracting numerators
77, 78	Common denominators
79, 80, 81	Mixed numbers
82	Fractions from decimals
83, 84	Writing decimals
85	Denominate numbers

F. MULTIPLICATION

86, 87, 88, 89, 90 91, 92, 93, 94	Tables

4. Arithmetic Fund. (Cont.)

87, 90, 93	Zeros in multiplicand
92, 93, 94	Zeros in multiplier
91, 92, 93, 94	Two and three place multipliers
95, 96	Multiplying with fractions
97, 98	Cancellation, fractions
99, 100, 101, 102	Mixed numbers
103, 104	Pointing off decimals
105	Denominate numbers

G. DIVISION

106, 107, 108, 109, 110 111, 112, 113, 114	Tables
108, 111, 114	Zeros in quotient
115	Remainders
116, 117, 118 119, 120, 121	Inverting divisors
121, 122, 123	Mixed numbers
124, 125	Pointing off decimals

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SCOREZE NO. 520

California Arithmetic Test

Elementary Level • GRADES 4-5-6 • Form ☐

FOR USE WITH 1963 NORMS

DEVISED BY ERNEST W. TIEGS AND WILLIS W. CLARK

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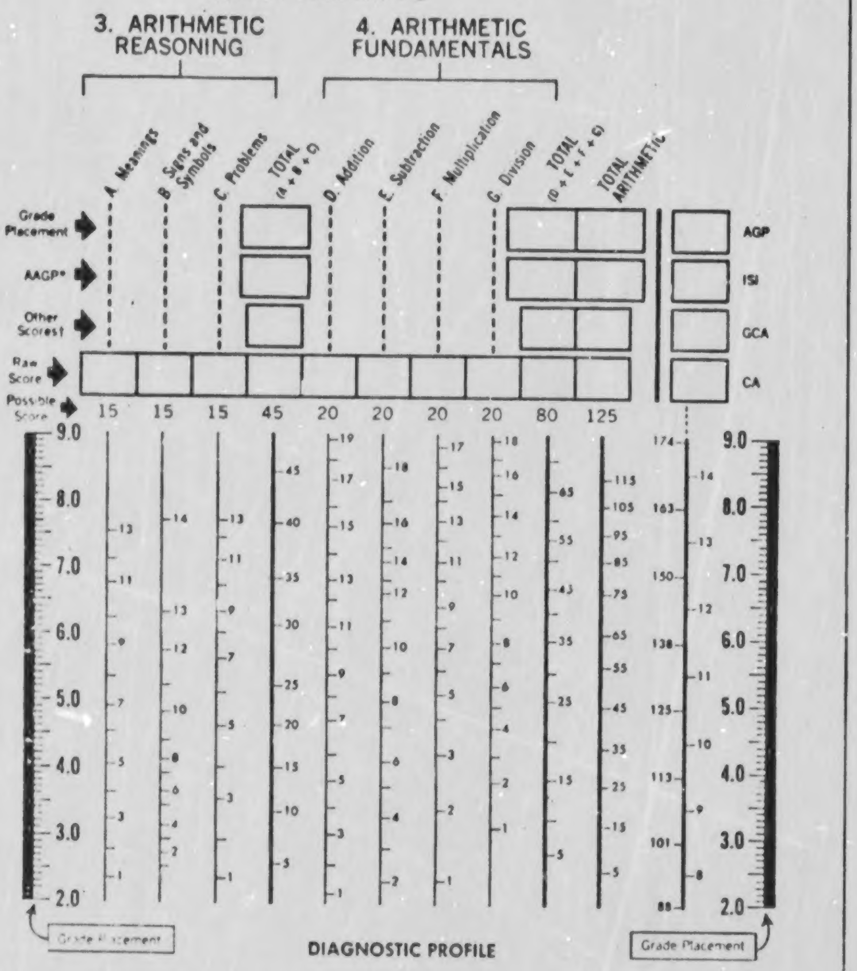
Do not mark on this page until carbon is removed or reversed!

NAME ______________________________ GRADE ________
(Last) (First) (Middle)

ARITHMETIC


3. ARITHMETIC REASONING
4. ARITHMETIC FUNDAMENTALS
A. Meanings
B. Signs and Symbols
C. Problems
TOTAL (A + B + C)
D. Addition
E. Subtraction
F. Multiplication
G. Division
TOTAL (D + E + F + G)
TOTAL ARITHMETIC
Grade Placement
AAGP*
Other Scores†
Raw Score
Possible Score
15
15
15
45
20
20
20
20
80
125
AGP
ISI
GCA
CA
9.0
8.0
7.0
6.0
5.0
4.0
3.0
2.0
Grade Placement
DIAGNOSTIC PROFILE

*Anticipated Achievement Grade Placement, based on Intellectual Status Index (I.S.I.); see Manual.

†Percentile, standard score, stanine (circle score used).

GRADE PLACEMENT AND AGE NORMS*

Arithmetic Reasoning	Arithmetic Fundamentals	Total Arithmetic	Grade Placement	Age (Months)†	Arithmetic Reasoning	Arithmetic Fundamentals	Total Arithmetic	Grade Placement	Age (Months)†
—	—	1	2.0	88	27	31	55-56	5.6	133
—	—	—	2.1	89-90	—	32	57-58	5.7	134
1	1	2	2.2	91	28	33	59-60	5.8	135-6
2	—	3	2.3	92	—	34	61	5.9	137
3	2	4	2.4	93-94	29	35	62-63	6.0	138
4	—	5	2.5	95	—	36	64-65	6.1	139
5	3	6-7	2.6	96	30	37-38	66-67	6.2	140-1
6	4	8	2.7	97	31	39	68-69	6.3	142
—	5	9-10	2.8	98	32	40	70-71	6.4	143
7	6	11	2.9	99-100	—	41	72-73	6.5	144
8	7	12-13	3.0	101	33	42	74	6.6	145
—	8	14	3.1	102	—	43	75-76	6.7	146-7
9	9	15-16	3.2	103	34	44-45	77-78	6.8	148
—	10	17-18	3.3	104-5	35	46-47	79-81	6.9	149
10	—	19	3.4	106	—	48	82	7.0	150
11	11	20-21	3.5	107	36	49	83-84	7.1	151-2
—	12	22-23	3.6	108	37	50	85-87	7.2	153
12	13	24	3.7	109-10	—	51	88-89	7.3	154
—	14	25-26	3.8	111	38	52-53	90-91	7.4	155
13	15	27	3.9	112	39	54-55	92-93	7.5	156-7
14	—	28-29	4.0	113	—	56-57	94-95	7.6	158
15	16	30-31	4.1	114-5	40	58-59	96-97	7.7	159
16	17	32	4.2	116	41	60	98-100	7.8	160
17	18	33-34	4.3	117	42	61	101-3	7.9	161-2
—	19	35	4.4	118	—	62	104-5	8.0	163
18	20	36-37	4.5	119-20	43	63	106-8	8.1	164
19	—	38-39	4.6	121	—	64-65	109-11	8.2	165
20	21	40-41	4.7	122	44	66	112-13	8.3	166
21	22	42	4.8	123	—	67	114-16	8.4	167
22	23	43-44	4.9	124	45	68	117-20	8.5	168
23	24	45-46	5.0	125-6	—	69	121	8.6	169-70
24	25	47	5.1	127	—	70	122	8.7	171
—	26	48-49	5.2	128	—	71	123	8.8	172
25	27	50-51	5.3	129	—	72	124	8.9	173
26	28-29	52-53	5.4	130-1	—	73+	125	9.0	174
—	30	54	5.5	132					

*For higher scores, see Manual.

†Where two values appear on the same line, the first listed is the computed value.
Subject, educational, or chronological age equivalent to grade placement

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APPENDIX E

Diagnostic Analysis of Learning Difficulties*

California Achievement Tests—Elementary Battery

1. Reading Vocabulary

A. MATHEMATICS

1-12 ...... Basic vocabulary

B. SCIENCE

13-[illegible] ...... Basic vocabulary

C. SOCIAL SCIENCE

[illegible] ...... Basic vocabulary

D. GENERAL

[illegible] ...... Basic vocabulary

2. Reading Comprehension

E. FOLLOWING DIRECTIONS

51, [illegible], 56 ... Simple directions
52, [illegible], 61, 68 Direct choice
55, [illegible], 62, 64, [illegible], 66, 67 ... Involved choice
57, [illegible], 60, 63, [illegible], 70 ... Definitions and directions

F. REFERENCE SKILLS

71 ...... Parts of book
72, 73, 74 ... Table of contents
75, 76, 77, 78, 79 ... Reading a graph
80, 81 ...... Alphabetizing
82, 83, 84 ... Use of index
85, 86, 87, 88, 89, 90 ... Reading a map

G. INTERPRETATION OF MATERIAL

91, 93, 107 ... Topic or central idea
92, [illegible], 98, 105, 106, 108, 111 ... Inferences
93, 94, 95, 97, 100, 101, 102, 103, 104, 109, 110 ... Directly stated facts
112, 113, 114, 115, 116 ... Organization of topics
117, 118, 119, 120 ... Sequence of events

3. Arithmetic Reasoning

A. MEANINGS

1, 2, 3, 4, 5 ...... Writing numbers
6, 7 ...... Writing money
8, 9, 10 ...... Roman numerals
11 ...... Whole numbers
12, 13, 14, 15 ...... Fractions, decimals, per cent

B. SIGNS AND SYMBOLS

16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 28, 29, 30 ... Signs and symbols
24, 27 ...... Abbreviations

C. PROBLEMS

31, 32, 33, 34 ... One-step
35, 36, 37, 38, 40 ... Two-step
34, 36, 37, 40 ... Sharing and averaging
41, 43 ...... Square and cubic measure
42 ...... Fraction
44, 45 ...... Percentage
39 ...... Ratio

4. Arithmetic Fundamentals

D. ADDITION

46, 47, 48 ...... Simple combinations
47, 48 ...... Zeros
49 ...... Higher decades
50, 51 ...... Carrying
52, 53 ...... Column addition
53, 54 ...... Adding money
55 ...... Adding numerators
56, 58, 59, 60, 61 ... Common denominators
57, 58, 59, 60, 61 ... Adding mixed numbers
62 ...... Fractions and decimals
63, 64 ...... Writing decimals
65 ...... Denominate numbers

E. SUBTRACTION

66, 67, 68, 69 ... Simple combinations
70, 71, 72 ... Borrowing
68, 69, 72 ... Zeros
73, 74 ...... Subtracting money
75, 76 ...... Subtracting numerators
77, 78 ...... Common denominators
79, 80, 81 ... Mixed numbers
82 ...... Fractions from decimals
83, 84 ...... Writing decimals
85 ...... Denominate numbers

F. MULTIPLICATION

86, 87, 88, 89, 90, 91, 92, 93, 94 ... Tables
87, 90, 93 ... Zeros in multiplicand
92, 93, 94 ... Zeros in multiplier
91, 92, 93, 94 ... Two- and three-place multipliers
95, 96 ...... Multiplying with fractions
97, 98 ...... Cancellation, fractions
99, 100, 101, 102 ... Mixed numbers
103, 104 ...... Pointing off decimals
105 ...... Denominate numbers

G. DIVISION

106, 107, 108, 109, 110, 111, 112, 113, 114 ... Tables
108, 111, 114 Zeros in quotient
115 ...... Remainders
116, 117, 118, 119, 120, 121 ... Inverting divisors
121, 122, 123 Mixed numbers
124, 125 ... Pointing off decimals

5. Mechanics of English

A. CAPITALIZATION

1, 11, 22, 35 ... First words of sentences
2, 8, 12, 13, 17, 19, 21, 34, 36 ... Names of places
3, 4, 14 ...... Months
5, 7, 23, 30 ... Names of persons
9, 18, 27 ...... Pronoun "I"
10, 15, 29 ... Titles of persons
24, 28, 37 ... First words of quotations
26 ...... Special day
31 ...... Nationality
6, 16, 20, 25, 32, 33 ... Over-capitalization

B. PUNCTUATION

38, 39, 40, 43, 43, 49, 56, 58, 59, 62, 65, 67, 68, 70 ... Commas
41, 45, 53, 55, 63, 71 ... Periods
42, 54, 57, 66 Question marks
47, 50, 64, 69 Quotation marks
44, 46, 51, 52, 60, 61 ... Over-punctuation

C. WORD USAGE

72, 75, 77, 80, 82, 85, 88, 89, 90, 93, 96 ... Good usage
73, 78, 81, 83, 86, 87, 91, 95 ... Tense
74, 79, 94, 97 Case
76, 84, 92 ... Number
98-106 ...... Recognizing sentences

6. Spelling (107-136) See profile

HANDWRITING See profile

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*Consult Part 2 of the manual for uses.

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Appendix F

ADULT BASIC EDUCATION APPLICATION FOR ENROLLMENT

Date____________________

Name ____
Last First Middle

Address ______________________________________
Street

____
City State Zip Code

Sex: Male ( ) Female ( )

Are you employed? __________

If so, where? ______________________________

What hours do you work? ________________________

What was your last grade in school? ____________________

Where did you attend? __________________________

Where were you born? __________________________

When? ______________________________
year month date

Number of dependants? __________ Ages? ______________

Why do you want to enroll in this class?______________________

____

Appendix G

MATHEMATICS PRE-PLACEMENT TEST

Name ____________________________________ Date ________________________________

Instructions: This is a short pre-placement test. Begin with number (1) and work as many problems as you can. Do not guess. If you cannot work a problem, go on to the next one. Work as rapidly as possible without sacrificing accuracy. When you have worked all the problems that you can, get the attention of your instructor so your paper may be corrected. Then you will be given the proper placement test.

(1) $\begin{array}{r} 7 \\ +\ 8 \\ \hline \end{array}$ (2) $\begin{array}{r} 11 \\ -\ 5 \\ \hline \end{array}$ (3) $\begin{array}{r} 35 \\ +\ 24 \\ \hline \end{array}$ (4) $\begin{array}{r} 3 \\ 7 \\ +\ 6 \\ \hline \end{array}$ Grade 3

(5) $\begin{array}{r} 16 \\ -\ 9 \\ \hline \end{array}$ (6) $\begin{array}{r} 379 \\ +\ 426 \\ \hline \end{array}$ (7) $\begin{array}{r} 600 \\ -\ 264 \\ \hline \end{array}$ (8) $\begin{array}{r} 7 \\ \times\ 9 \\ \hline \end{array}$ Grade 3

(9) $48 \div 6 =$ ______ (10) $\begin{array}{r} 2/5 \\ +\ 1/5 \\ \hline \end{array}$ (11) $\begin{array}{r} 13.50 \\ -\ 1.95 \\ \hline \end{array}$ (12) $\begin{array}{r} 34 \\ \times\ 65 \\ \hline \end{array}$

(13) How much change should you receive from a $10 bill if you bought a steak for $3.92 and a bag of potatoes for $.79?

(14) 6/46 (15) 2/9 of 27 = _____ (16) $\begin{array}{r} 4.16 \\ \times\ 6.9 \\ \hline \end{array}$ Grade 4

(17) $56\overline{)1.054}$ (18) $23\overline{)32.43}$ (19) $\begin{array}{r} 5\ 2/3 \\ +\ 2\ 3/8 \\ \hline \end{array}$ (20) $\begin{array}{r} 6\ 1/8 \\ -\ 2\ 1/2 \\ \hline \end{array}$

Grade 5

(21) $.17\overline{)1.054}$ (22) $4\ 1/2 \times 5/6 =$ _____ (23) $5/8 \div 3/4 =$ _____

Grade 6

(24) (24) $(2/3)^3 =$ _____

(25) Mr. Walker walks .75 miles to work every morning and the same distance home every night. How far does he walk to and from work in five days?

Grade 7-8

APPENDIX H

INFORMAL READING INVENTORY

Here is a sample check list that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to you.

Name: ____________________ Date: ____________

Education: ______________ Institution: __________

Vocabulary Difficulties:

Letters transposed ________

Pronunciation ________

Beginnings omitted ________

Endings omitted ________

Reversals ________

Words Confused ________

Sounds added ________

Sounds omitted ________

Context Clue ________

Picture Clue ________

Phonic Difficulties ________

____

____

____

____

____

Comprehension Difficulties:

Poor Memory ________

Directions ________

Detail Reading ________

Summarization ________

Word Reader ________

Punctuation ________

Directional Skill ________

Repetitions ________

Special Difficulties: ______________________________

____

Reading Levels:

Independent ________ Instructional ________ Frustration ________

Capacity ________ Series Used ________

Materials Recommended: ______________________________

____

Appendix I

EVALUATION FORM

A SCALE FOR EVALUATION OF ADULT EDUCATION INSTRUCTIONAL MATERIALS

Evaluator: ____

Material(s): ____

My position in Adult Education is: Full-time teacher, Part-time teacher, other: ____

Directions: Please circle the number for the material you are rating in the space you feel represents the quality of the material for the attribute mentioned in the question. A rating of five would be for a perfect material and a rating of one would be for a completely inadequate material.

---

1. Have you taught students using this material? Yes _____ No _____

2. How familiar do you feel you are with this material?

   __1__ __2__ __3__ __4__ __5__

3. Does the content of the material conform to the areas in which your experience has shown the adult student to have an interest?

   __1__ __2__ __3__ __4__ __5__

4. Is the format of the material adult in appearance?

   __1__ __2__ __3__ __4__ __5__

5. Does the material adequately take into account individual differences in learning rates?

   __1__ __2__ __3__ __4__ __5__

6. How easy do you feel it would be to use the material?

   __1__ __2__ __3__ __4__ __5__

Appendix J

INDIVIDUALIZED PRESCRIPTION PROGRAM

Name: ______________________________ Date: ____________________

Present Grade Level: ____________________

Anticipated Time: ____________________

Completion Dates: ____________________

PRESCRIPTION SHEET

Reading Comprehension

_____ Reading Lab (0 - On)

_____ SRA III B Lab (Green) (5-12)

_____ Modern Skill Text II (8-10)

_____ Steck-Vaughn (How to Read Better) BK II

_____ McCormick-Mathers - Reading for Meaning (5-8)

_____ McCormick-Mathers - Individual Corrective English, p. 77

_____ Mott Basic Language Skills Program (600)

Reference Skills

_____ Field Enterprises - Cyclo Teacher

_____ Steck-Vaughn - Activities for Reading Improvement BK II, p. 142

_____ McCormick-Mathers - Plain English Handbook BK 7, p. 104

_____ Lippincott - Reading for Meaning BK 8, p. 37

_____ Steck-Vaughn - How To Read Better BK 2

_____ Steck-Vaughn - Essentials of English (6)

ARITHMETIC

Fundamentals

_____ Steck-Vaughn - Working With Numbers BK 5

_____ Steck-Vaughn - Basic Essentials of Math BK 1, p. 3

_____ Follett - Figure It Out BK 1, p. 12

_____ Follett - Figure It Out BK 2, p. 10

Fractions

_____ Steck-Vaughn - Basic Essentials of Math BK 1, p. 50-63

_____ Steck-Vaughn - Working with Numbers BK 5, p. 29

_____ Steck-Vaughn - Basic Essentials of Math BK 2

Decimals

_____ Steck-Vaughn - Basic Essentials of Math BK 1, p. 64-70

_____ McCormick-Mathers - Making Arithmetic Plain, p. 33

_____ Steck-Vaughn - Working with Numbers (7), p. 30

Word Problems

_____ Steck-Vaughn - Basic Essentials of Math BK 1, p. 65-80

_____ Merrill, Charles - Arithmetic for Today, p. 20

Symbols

_____ Steck-Vaughn - Basic Essentials of Math BK 2, p. 30-44

Techniques of Instruction

_____ Films

_____ Filmstrips

_____ Cassette Tape

_____ Recording

_____ Individual Skills Kit

_____ Others (Specify)

LANGUAGE

Capitalization

_____ Economy Company - Guidebook to Better English I
_____ Holt, Rinehart, Winston - English and You
_____ Holt, Rinehart, Winston - English Can Be Easy
_____ Steck-Vaughn - Language Exercises (Gold)
_____ Steck-Vaughn - Language Exercises (Blue)
_____ Steck-Vaughn - Language Exercises (Green)

Punctuation

_____ Grolier Education Corporation - Punctuation, p. 17-18
_____ Richards Frank - English That We Need
_____ Mott Basic Language Skills
_____ Steck-Vaughn - Language Exercises (Gold), p. 25-26

Science Writing

_____ Lyons and Carnahan - Mastering Your Language
_____ Mott Basic Language Skills
_____ Steck-Vaughn Language Exercise (Gold)
_____ McMillan English Series, p. 23, 24, 25, and 26

Paragraph Writing

_____ Economy Company - Guidebook To Better English
_____ McMillan English Series BK 8

Word Usage

_____ McMillan English Series BK, p. 75 (verbs)
_____ Steck-Vaughn - Language Exercise BK 7
_____ S.V.E. Filmstrips (Using Verbs)

Appendix K

MINI-CURRICULUM

CONTENT AREA: Arithmetic
TOPIC: Monetary Value of Food Stamps
GRADE LEVEL: Intermediate Level
CONCEPT: The techniques of purchasing foods with the use of food stamps
PURPOSE: To make the student aware of the monetary value of the food stamps

PERFORMANCE OBJECTIVES: By the end of the unit the student:

1. Will demonstrate his ability to properly use food stamps based on their monetary value by answering 70 per cent of the items on a teacher-made evaluation instrument based on experience provided during the unit.

2. Having been given a certain amount of food stamps, will list the items that can be purchased with this amount to provide nutritional meals for a period of one week.

ACTIVITIES:

1. Demonstration of newspaper ads
2. Discussion of comparative shopping
3. Demonstration by resource person or persons
4. Discussion of students' experiences in previous shopping

TEACHER PREPARATIONS:

1. Secure replicas of food stamps
2. Secure resource persons - Home Ec. Teacher; Food Stamp Personnel
3. Arrange field trip to market
4. Secure audio-visual equipment

MATERIALS AND AIDS:

1. Newspaper ads
2. Sample cans or any type containers
3. Play money
4. Films and/or filmstrips
5. Miscellaneous materials

EVALUATION:

1. Teacher-made test
2. Students make a list of groceries that can be purchased with a set amount of food stamps (Main object in mind: quality for amount of food stamps allowed)

TRANSPARENCIES

Transparency 1

THE ADULT AND DIAGNOSIS

THINGS TO BE AWARE OF

1. Know that it is more difficult for older adults to learn.
2. Use more than one test result to diagnose learning difficulties or determine level of instruction.
3. Be sure the materials used are adult-oriented.
4. Do not attempt any formal testing the first day of attendance.
5. Provide pleasant physical surroundings.
6. Make the student feel wanted and comfortable. Establish good rapport.
7. Find out the interests and goals the student wishes to achieve.
8. Never embarrass the student by asking or demanding that he perform in the presence of other students.
9. Do not expect or force the student to attempt to do anything which at the moment he is incapable of doing.
10. Recognize the student's innate abilities.
11. Praise the student at every sign of progress.

TABE LOCATOR TEST

Name: ____ M F
LAST FIRST INITIAL CIRCLE ONE

School: ____

Examiner: ____________________ Teacher: ____________________ Date: __________

DIRECTIONS: Decide which word means the opposite or about the opposite of the first word.

SAMPLES

A. happy 1. black 2. run 3. sad 4. rich --------------------A
B. many 1. few 2. small 3. too 4. much --------------------B

TEST

1. big 1. early 2. great 3. little 4. thrilling -------------1
2. cool 1. chill 2. warm 3. cruel 4. moist --------------------2
3. high 1. crooked 2. lost 3. far 4. low --------------------3
4. asleep 1. rebuilt 2. dazed 3. uncertain 4. awake -------------4
5. last 1. first 2. latest 3. newest 4. ninth ----------------5
6. give 1. sigh 2. receive 3. bill 4. stem --------------------6
7. rich 1. poor 2. build 3. quiet 4. happy --------------------7
8. smooth 1. small 2. heavy 3. even 4. rough --------------------8
9. beginning 1. needle 2. shovel 3. sailor 4. end ------------------9
10. ocean 1. hand 2. band 3. land 4. nation -------------------10
11. summer 1. spring 2. winter 3. autumn 4. fall ----------------11
12. lucky 1. luckless 2. hasty 3. loving 4. persistent ---------12
13. wide 1. narrow 2. full 3. bright 4. quiet -----------------13
14. sad 1. moody 2. vocal 3. glad 4. quiet ------------------14
15. answer 1. speech 2. letter 3. question 4. echo --------------15
16. number 1. ticket 2. customer 3. theater 4. letter -----------16
17. single 1. sole 2. numerous 3. agitated 4. brave -------------17
18. sickness 1. kindness 2. recess 3. strength 4. health ----------18
19. mountain 1. valley 2. stream 3. plateau 4. peak ---------------19
20. aloud 1. verbally 2. silently 3. musically 4. sadly --------20
21. heavy 1. high 2. light 3. amount 4. condition --------------21
22. child 1. metal 2. adult 3. doll 4. support -----------------22
23. import 1. export 2. porter 3. basket 4. harbor --------------23
24. brief 1. spent 2. insert 3. long 4. scant ------------------24
25. equal 1. ugly 2. even 3. unequal 4. undone -----------------25
26. dull 1. slow 2. full 3. sharp 4. weaving ------------------26
27. rugged 1. steep 2. mountains 3. strong 4. smooth -----------27
28. expensive 1. cheap 2. infectious 3. excellent 4. experiment ---28
29. bill 1. coin 2. fall 3. pencil 4. note --------------------29
30. expand 1. compress 2. warp 3. seek 4. venture --------------30

31. freedom 1. laws 2. republic 3. slavery 4. government ---------31
32. unseen 1. visible 2. unsteady 3. valorous 4. beneath --------32
33. balance 1. action 2. improper 3. scale 4. imbalance ----------33
34. labeled 1. steep 2. blank 3. queer 4. closeted ---------------34
35. employer 1. planter 2. empire 3. employee 4. emperor ----------35
36. comedy 1. cost 2. innocence 3. suggestion 4. tragedy --------36
37. contruct 1. destroy 2. instruct 3. invent 4. memorize ---------37
38. solid 1. stupid 2. slippery 3. square 4. liquid ------------38
39. flood 1. land 2. expand 3. drain 4. spill ------------------39
40. ambitious 1. torn 2. navigable 3. lazy 4. confused -------------40
41. reduce 1. enlarge 2. repair 3. lose 4. report ---------------41
42. accurate 1. aboard 2. untrue 3. supple 4. appropriate ---------42
43. fiction 1. fear 2. fact 3. fame 4. flash ---------------------43
44. hastily 1. lovingly 2. leisurely 3. hatefully 4. hurriedly ---44
45. halved 1. handed 2. doubled 3. concert 4. wrote -------------45
46. telescope 1. microscope 2. lens 3. periscope 4. stereoscope ----46
47. forbid 1. seek 2. wage 3. swallow 4. allow ------------------47
48. hibernation 1. vibration 2. trap 3. activity 4. sleep ------------48
49. native 1. natural 2. short 3. broken 4. foreign -------------49
50. devout 1. quiet 2. troubled 3. mean 4. impious --------------50

Transparency 3

T. A. B. E. SCALE

T.A.B.E. Locator Test Scores	Test to Administer
43 - 50	C.A.T. Advanced (9 - 14)
30 - 42	T.A.B.E. Level "D" or C.A.T. Intermediate (7 - 9)
15 - 29	T.A.B.E. "M" or C.A.T. Elementary
0 - 14	T.A.B.E. "E", C.A.T. Upper Primary or C.A.T. Lower Primary

Transparency 4

ADULT BASIC EDUCATION APPLICATION FOR ENROLLMENT

Date ______________________________

Name ____
Last First Middle

Address ____
Street

____
City State Zip Code

Sex: Male ( ) Female ( )

Are you employed? __________

If so, where? ____

What hours do you work? ______________ ______________

What was your last grade in school? ______________________

Where did you attend? ____________________________________

Where were you born? _____________________________________

When? ____
year month date

Number of dependants? ____________ Ages? ________________

Why do you want to enroll in this class? __________________

____

Transparency 5

MATHEMATICS PRE-PLACEMENT TEST

Name ______________________________ Date ______________________________

Instructions: This is a short pre-placement test. Begin with number (1) and work as many problems as you can. Do not guess. If you cannot work a problem, go on to the next one. Work as rapidly as possible without sacrificing accuracy. When you have worked all the problems that you can, get the attention of your instructor so your paper may be corrected. Then you will be given the proper placement test.

(1) $\begin{array}{r} 7 \\ +\ 8 \\ \hline \end{array}$ (2) $\begin{array}{r} 11 \\ -\ 5 \\ \hline \end{array}$ (3) $\begin{array}{r} 35 \\ +\ 24 \\ \hline \end{array}$ (4) $\begin{array}{r} 3 \\ 7 \\ +\ 6 \\ \hline \end{array}$ Grade 3

(5) $\begin{array}{r} 16 \\ -\ 9 \\ \hline \end{array}$ (6) $\begin{array}{r} 379 \\ +\ 426 \\ \hline \end{array}$ (7) $\begin{array}{r} 600 \\ -\ 264 \\ \hline \end{array}$ (8) $\begin{array}{r} 7 \\ \times\ 9 \\ \hline \end{array}$ Grade 3

(9) 48 ÷ 6 = ______ (10) $\begin{array}{r} 2/5 \\ +\ 1/5 \\ \hline \end{array}$ (11) $\begin{array}{r} 13.50 \\ -\ 1.95 \\ \hline \end{array}$ (12) $\begin{array}{r} 34 \\ \times\ 65 \\ \hline \end{array}$

(13) How much change should you receive from a $10 bill if you bought a steak for $3.92 and a bag of potatoes for $.79?

(14) $6\overline{)46}$ (15) 2/9 of 27 = _____ (16) $\begin{array}{r} 4.16 \\ \times\ 6.9 \\ \hline \end{array}$ Grade 4

(17) $56\overline{)1.054}$ (18) $23\overline{)32.43}$ (19) $\begin{array}{r} 5\ 2/3 \\ +\ 2\ 3/8 \\ \hline \end{array}$ (20) $\begin{array}{r} 6\ 1/8 \\ -\ 2\ 1/2 \\ \hline \end{array}$

Grade 5

(21) $.17\overline{)1.054}$ (22) 4 1/2 x 5/6 = _____ (23) 5/8 ÷ 3/4 = _____

Grade 6

(24) (24) $(2/3)^3$ = _____ .

(25) Mr. Walker walks .75 miles to work every morning and the same distance home every night. How far does he walk to and from work in five days?

Grade 7-8

Transparency 6

INFORMAL READING INVENTORY

Here is a sample check list that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to you.

Name: ____________________ Date: ____________

Education: ______________ Institution: ____________

Vocabulary Difficulties:

Letters transposed	______	Context Clue	______
Pronunciation	______	Picture Clue	______
Beginnings omitted	______	Phonic Difficulties	______
Endings omitted	______	______________	
Reversals	______	______________	
Words Confused	______	______________	
Sounds added	______	______________	
Sounds omitted	______	______________	

Comprehension Difficulties:

Poor Memory	______	Word Reader	______
Directions	______	Punctuation	______
Detail Reading	______	Directional Skill	______
Summarization	______	Repetitions	______

Special Difficulties: ______________________________

____

Reading Levels:

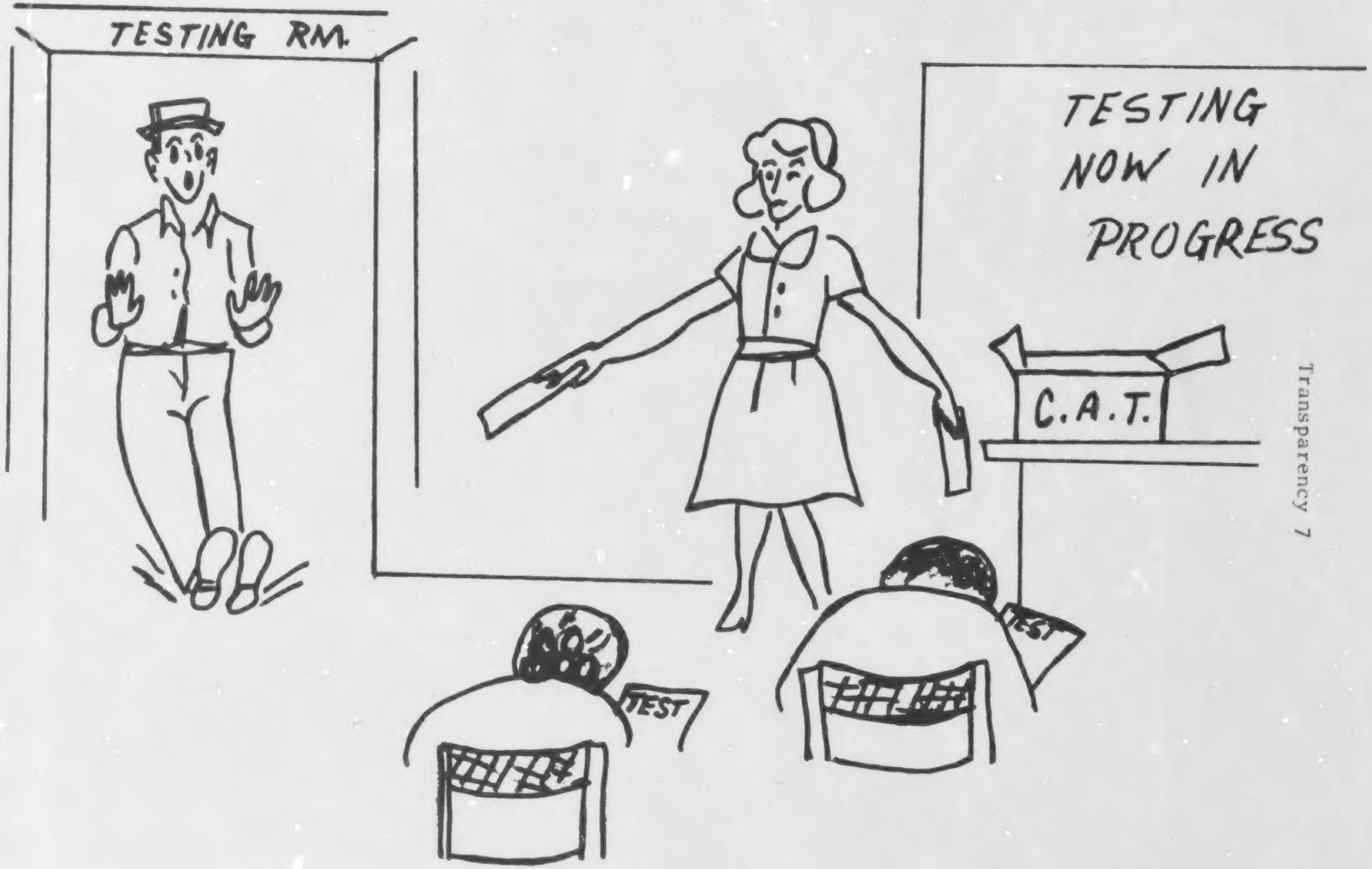
Independent ________ Instructional ________ Frustration ________

Capacity ________ Series Used ________

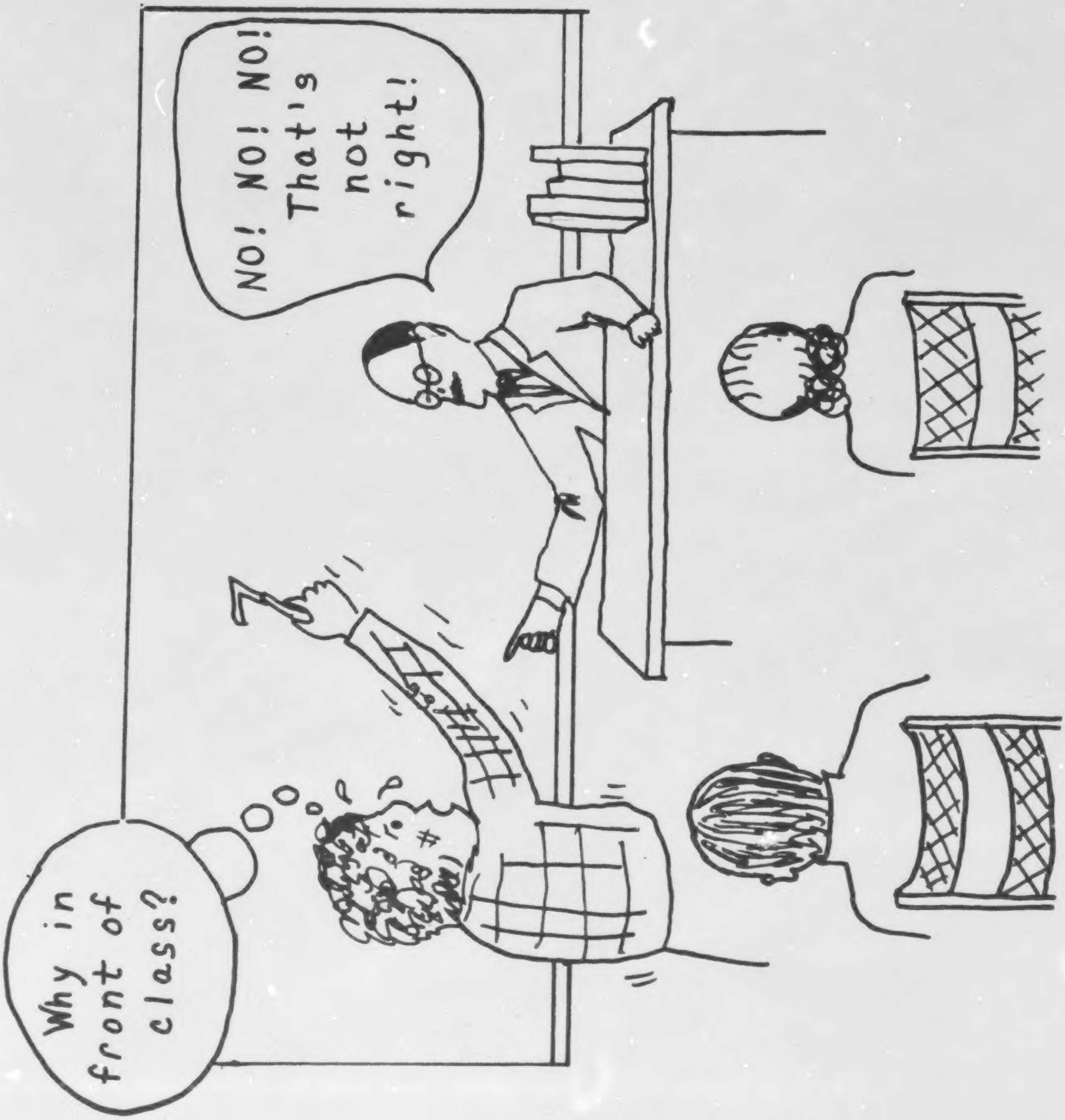
Materials Recommended: ______________________________

____

Transparency 7


TESTING RM.
TESTING NOW IN PROGRESS
C.A.T.
TEST
TEST

Transparency 8


Why in front of class?
NO! NO! NO! That's not right!
#

Transparency 9

EVALUATION FORM

A SCALE FOR EVALUATION OF ADULT EDUCATION INSTRUCTIONAL MATERIALS

Evaluator: ______________________________

Material(s): ______________________________

My position in Adult Education is: Full-time teacher, Part-time teacher, other: ______________________________

Directions: Please circle the number for the material you are rating in the space you feel represents the quality of the material for the attribute mentioned in the question. A rating of five would be for a perfect material and a rating of one would be for a completely inadequate material.

---

1. Have you taught students using this material? Yes _____ No _____
2. How familiar do you feel you are with this material?

   ____ ____ ____ ____ ____
   1 2 3 4 5

3. Does the content of the material conform to the areas in which your experience has shown the adult student to have an interest?

   ____ ____ ____ ____ ____
   1 2 3 4 5

4. Is the format of the material adult in appearance?

   ____ ____ ____ ____ ____
   1 2 3 4 5

5. Does the material adequately take into account individual differences in learning rates?

   ____ ____ ____ ____ ____
   1 2 3 4 5

6. How easy do you feel it would be to use the material?

   ____ ____ ____ ____ ____
   1 2 3 4 5

INDIVIDUALIZED PRESCRIPTION PROGRAM

Name: ______________________ Date: ______________

Present Grade Level: ______________

Anticipated Time: ______________

Completion Dates: ______________

PRESCRIPTION SHEET

Reading Comprehension

_____ Reading Lab (0 - On)
_____ SRA III B Lab (Green) (5-12)
_____ Modern Skill Text II (8-10)
_____ Steck-Vaughn (How to Read Better) BK II
_____ McCormick-Mathers - Reading for Meaning (5-8)
_____ McCormick-Mathers - Individual Corrective English, p. 77
_____ Mott Basic Language Skills Program (600)

Reference Skills

_____ Field Enterprises - Cyclo Teacher
_____ Steck-Vaughn - Activities for Reading Improvement BK II, p. 142
_____ McCormick-Mathers - Plain English Handbook BK 7, p. 104
_____ Lippincott - Reading for Meaning BK 8, p. 37
_____ Steck-Vaughn - How To Read Better BK 2
_____ Steck-Vaughn - Essentials of English (6)

ARITHMETIC

Fundamentals

_____ Steck-Vaughn - Working With Numbers BK 5
_____ Steck-Vaughn - Basic Essentials of Math BK 1, p. 3

_____ Follett - Figure It Out BK 1, p. 12

_____ Follett - Figure It Out BK 2, p. 10

Fractions

_____ Steck-Vaughn - Basic Essentials of Math BK 1, p. 50-63

_____ Steck-Vaughn - Working with Numbers BK 5, p. 29

_____ Steck-Vaughn - Basic Essentials of Math BK 2

Decimals

_____ Steck-Vaughn - Basic Essentials of Math BK 1, p. 64-70

_____ McCormick-Mathers - Making Arithmetic Plain, p. 33

_____ Steck-Vaughn - Working with Numbers (7), p. 30

Word Problems

_____ Steck-Vaughn - Basic Essentials of Math BK 1, p. 65-80

_____ Merrill, Charles - Arithmetic for Today, p. 20

Symbols

_____ Steck-Vaughn - Basic Essentials of Math BK 2, p. 30-44

Techniques of Instruction

_____ Films

_____ Filmstrips

_____ Cassette Tape

_____ Recording

_____ Individual Skills Kit

_____ Others (Specify)

LANGUAGE

Capitalization

_____ Economy Company - Guidebook to Better English I

_____ Holt, Rinehart, Winston - English and You

_____ Holt, Rinehart, Winston - English Can Be Easy

_____ Steck-Vaughn - Language Exercises (Gold)

_____ Steck-Vaughn - Language Exercises (Blue)

_____ Steck-Vaughn - Language Exercises (Green)

Punctuation

_____ Grolier Education Corporation - Punctuation, p. 17-18

_____ Richards Frank - English That We Need

_____ Mott Basic Language Skills

_____ Steck-Vaughn - Language Exercises (Gold), p. 25-26

Science Writing

_____ Lyons and Carnahan - Mastering Your Language

_____ Mott Basic Language Skills

_____ Steck-Vaughn Language Exercise (Gold)

_____ McMillan English Series, p. 23, 24, 25, and [illegible]

Paragraph Writing

_____ Economy Company - Guidebook To Better English

_____ McMillan English Series BK 8

Word Usage

_____ McMillan English Series BK, p. 75 (verbs)

_____ Steck-Vaughn - Language Exercise BK 7

_____ S.V.E. Filmstrips (Using Verbs)

Transparency 11

MINI-CURRICULUM

CONTENT AREA: Arithmetic
TOPIC: Monetary Value of Food Stamps
GRADE LEVEL: Intermediate Level
CONCEPT: The techniques of purchasing foods with the use of food stamps
PURPOSE: To make the student aware of the monetary value of the food stamps

PERFORMANCE OBJECTIVES: By the end of the unit the student:

1. Will demonstrate his ability to properly use food stamps based on their monetary value by answering 70 per cent of the items on a teacher-made evaluation instrument based on experience provided during the unit.

2. Having been given a certain amount of food stamps, will list the items that can be purchased with this amount to provide nutritional meals for a period of one week.

ACTIVITIES:

1. Demonstration of newspaper ads
2. Discussion of comparative shopping
3. Demonstration by resource person or persons
4. Discussion of students' experiences in previous shopping

TEACHER PREPARATIONS:

1. Secure replicas of food stamps
2. Secure resource persons - Home Ec. Teacher; Food Stamp Personnel
3. Arrange field trip to market
4. Secure audio-visual equipment

MATERIALS AND AIDS:

1. Newspaper ads
2. Sample cans or any type containers
3. Play money
4. Films and/or filmstrips
5. Miscellaneous materials

EVALUATION:

1. Teacher-made test
2. Students make a list of groceries that can be purchased with a set amount of food stamps (Main object in mind: quality for amount of food stamps allowed)

INDIVIDUAL PRESCRIPTION INSTRUCTION

Advanced Level

A. DIAGNOSING LEARNING NEEDS OF THE ADULT

  1. Determining Instructional Level
  2. Diagnosing Individual Learning Difficulties

B. EVALUATING & DEVELOPING INDIVIDUAL INSTRUCTIONAL PROGRAMS FOR ADULTS

  1. Evaluating Adult Education Teaching Materials
  2. Developing Individual Prescription Programs
  3. Developing Mini-Curricula for Teaching Adults

by

Mr. Steward Collins, Supervisor of Adult Education, DeSoto Parish
Mr. Dillard Guice, Adult Education Instructor, Ouachita Parish
Mrs. Lacyne Walker, Co-ordinator of Adult Education, Bossier Parish
Mr. George Varino, Learning Center Specialist, East Baton Rouge Parish

INDIVIDUAL PRESCRIPTION INSTRUCTION

OUTLINE

I. Behavioral Objectives

A. General. After completion of the one-week workshop, the participants will demonstrate the following abilities.

1. Determine the instructional level of individual students.
2. Diagnose individual learning difficulties using the methods presented by the workshop staff.
3. After completion of the one-week workshop, the participants will know how to evaluate teaching materials in terms of reading level, adult interest level, and its practicability for adult students in accordance with criteria provided by the workshop staff.

B. Specific

1. Participants will use the TABE Locator Test to determine the proper level CAT to administer to a student.
2. Participants will determine the instructional level of a selected student.
3. Participants will complete the CAT diagnostic analysis sheet for a selected student.
4. The participants will evaluate assigned material in accordance with pre-determined criteria.
5. The participants will be exposed to sample instructional materials in the areas of reading and mathematics.
6. After completion of the one-week workshop, the participants will prescribe an individual program of study.
7. The participants will define the term "mini-curriculum" and list three reasons for using them in adult education at the advanced level.
8. The participants will outline the major components of a mini-curriculum.
9. Each participant will develop a mini-curriculum in reading or math at the advanced level.

II. Activities

A. Using the overhead projector the teacher-trainer will demonstrate how the TABE locator is used to determine the proper level CAT to administer.

B. Participants will be given five sample TABE locator test scores and will indicate on paper the proper level CAT to administer.

C. Using the overhead projector, the teacher-trainer will demonstrate with a sample CAT Scoreze answer and profile and diagnostic sheet.

D. Each participant will be given one complete advanced level CAT test to score using Scoreze answer sheets and then the participants will complete the CAT profile and analysis sheet.

E. Using the overhead projector, the teacher-trainer will demonstrate the technique for evaluating adult education material.

F. Each participant will receive an evaluative criteria sheet.

G. The participants will be divided into reading and math sub-groups. Each participant will evaluate a specific sample of instructional material according to the evaluative criteria sheet.

H. Each sub-group will make a group evaluation of the instructional material in its area based upon the individual evaluations.

I. Each sub-group will select a spokesman, who, through role playing techniques, will make a sales presentation of the material evaluated by his group.

J. Each sub-group will interpret a sample CAT profile and analysis sheet; and, using the individual program sheet, will prescribe an individual program of study.

K. A discussion of mini-curricula and how they can aid the adult education teacher will be led by the teacher-trainer.

L. Using the overhead projector, the teacher-trainer will point out the major components of a mini-curriculum.

M. The participants will be subdivided into groups of approximately five. Each sub-group will develop a sample mini-curriculum in a subject.

N. Each participant will submit a mini-curriculum to the teacher trainer in reading or math at the conclusion of the workshop.

III. Narrative

A. Part A. Diagnosing Learning Needs of the Adult

1. Determining Instructional Level
2. Diagnosing Learning Difficulties

B. Evaluating & Developing Individual Instructional Programs for Adults

1. Evaluating Adult Education Teaching Materials
2. Developing Individual Prescription Programs
3. Developing Mini-Curricula for Teaching Adults

IV. Supportive Material

A. Transparencies

1. TABE Locator Test
2. TABE Scale for determining CAT Level
3. Five Sample TABE Test Scores

4. CAT Profile Sheet Reading, Mathematics, and Language
5. CAT Diagnostic & Analysis Sheet Reading, Mathematics and Language
6. General Evaluation Form: Scale for evaluation of Adult Education Instructional materials.
7. Individual Program Sheet Reading
8. Individual Program Sheet Mathematics
9. Individual Program Sheet Language

V. Appendix

A. TABE Locator Test

B. Advanced Level CAT Scoreze

C. CAT Profile Sheet

D. Evaluation Forms

E. Individual Program Sheet Reading

F. Individual Program Sheet Math

G. Individual Program Sheet Language Arts

H. Sample Mini-Curriculum Arithmetic

I. Sample Mini-Curriculum Reading

VI. Bibliography

INDIVIDUAL PRESCRIPTION INSTRUCTION

PART A. DIAGNOSING LEARNING NEEDS OF THE ADULT

Determining Instructional Level

Determining instructional level, diagnosing learning difficulties and developing an individual program of study are extremely important factors - perhaps the most important in an adult education program. Whether the teacher is successful or unsuccessful in these three areas will largely determine whether the student will be successful or unsuccessful.

A variety of tests are used by teachers to determine instructional levels of adult students at the advanced level. The California Achievement Test is used more in Louisiana because a student must score an overall grade placement of 13.0 with no individual score being below 12.0 on the CAT in order to be recommended to take the GED Test. For this reason, this section will refer to the usage of the CAT, but other types of diognostic instruments may certainly be used.

In most instances, the teacher determines the proper level CAT by considering the student's highest grade completed in day school and by teacher observation. However, this method is often innacurate and works to the student's and the program's disadvantage. For example, a student who has completed the tenth grade in regular day school, but in reality is operating at a 6.0 reading level, enters the adult program. Ordinarily, the student, who has serious doubts about his ability, would quickly become frustrated during the testing sessions and, unless highly motivated, drop out of the adult program. Even if this particular student were to complete the entire CAT battery, the results would be of insignificant value in helping the teacher diagnose his special learning difficulties and developing an individual program of study designed specifically to meet his instructional needs.

TABE Locator Test

Show transparency 1 (TABE Locator Test). The TABE Locator Test which is a short vocabulary test, provides a basis for determining the proper level CAT to administer. It is simply a quick and cursory determinant of the student's reading level.

Show transparency 2 (Scale TABE Locator). The TABE Locator Test scores should not be accepted as absolute in determining the proper level CAT to administer, but as an additional tool or guide. Ultimately, the teacher should use his professional judgment.

Show transparency 3 (Sample TABE Test Scores). Ask each participant to indicate on paper the proper CAT to administer for each test score. Discussion may be helpful.

California Achievement Test

After determining the proper level CAT to administer, the teacher should emphasize that the CAT is not a test that the student must "pass"; and if he doesn't make an overall grade placement of 13.0, he "fails".

The average adult education student, and particularly the older ones, are quite apprehensive about having to take a test in order to get into adult education. Time spent in explaining to your students that they are taking the CAT to determine where they need help most will reap many added dividends long afterward.

Sufficient time should be allotted to the adult to complete the CAT. By adhering precisely to the time schedules given in the CAT Examiner Manual, many adults will be driven out of the adult program before they have had an opportunity to learn that instructional material will be geared to their level of proficiency. Therefore, in administering the CAT, IT IS RECOMMENDED THAT adults be given one and one-half hours for the Reading section and one hour each for the Math and Language sections. It is also recommended that, except in special instances, no adult take more than two sections of the CAT on any given day.

Diagnosing Individual Learning Difficulties

1. Profile Sheet: (Show Transparency 4)

In order for an adult to know his strong and weak points, it is necessary for the teacher to complete the CAT Profile Sheet for each student. The number of correct answers for each section of each test is recorded on the Profile Sheet and the grade placement is determined from the CAT Examiners Manual or Scoreze answer sheets.

It is recommended that the adult plot his own raw scores across the Profile Sheet with the teacher providing assistance where needed.

Have each student locate and mark the raw score for each section, test, or skill area on the vertical line directly under the raw score connecting each section, test, or skill area score that he has marked.

By charting his scores on the Profile Sheet, the student has a graphic representation of his strengths and weaknesses which often has more meaning and impact than his raw scores or grade equivalent. (Pass out Scoreze Answer Sheets and CAT Profile Sheets to participants. Each participant will complete the CAT Profile Sheet based upon the Scoreze answer sheet. Retain Scoreze answer sheets and Profile Sheets for a later activity.)

2. CAT: Analysis of Learning Difficulties Sheet

The CAT Profile Sheet is designed to give the adult a quick, visual picture of his strong and weak points in broad areas. However, it does not detail the specific items of sub-areas in which the student needs improvement. For example, an adult correctly answering 14 out of 20 items on the meanings area of the Math Reasoning section of the CAT does not know whether he needs help with integers, Roman numerals, or abstract numbers. (Show Transparency 5)

It is here that the professional skill of the adult teacher must be developed in order to properly diagnose the specific sub-areas of weakness and develop the student's individual prescription program based on the diagnosed weaknesses.

PART B. EVALUATING AND DEVELOPING INDIVIDUAL INSTRUCTIONAL PROGRAMS FOR ADULTS

Evaluating Adult Education Teaching Material

The evaluation of teaching materials in terms of reading level, adult interest level, and practicality for adult students is one of the keys to conducting a successful adult education program. The adult learner, like other learners, is frustrated easily by materials that are either too difficult or too easy. Comprehension of the material read is essential to successful learning experiences. If the vocabulary is too difficult, the typical adult may try to fake understanding to avoid the embarrassment of admitting difficulty. If the material is too easy, the adult may feel that it is childish and beneath his dignity. Further, if the material does not seem to be directed toward the solution of the adults particular problem, it will not be relevant; therefore, it may be rejected. The result, then, is that the student may drop out of the program.

Too often we "judge a book by its cover," we take for granted that a publisher who says a book is designed for use with adults at a given level is telling the truth. Without question, the publisher may have had this target in mind; however, in many cases the material as a whole does not measure up to adult standards.

The solution to this problem is to train teachers to evaluate the material themselves. After all, the teacher is the ultimate authority concerning the usefulness and appropriateness of the materials used in the classroom for teaching adults.

It is the objective of this unit to teach adult education teachers to make evaluations of teaching materials for use in reading and mathematics in terms of reading level, adult interest level and its practicality for adult learners.

(Place Transparency 6 - Scale for Evaluation of Adult Education Instructional Material - on the overhead projector).

Please look at Appendix A, Scale for Evaluation of Adult Education Instructional Materials, in your package. This is a general evaluation to determine the appropriateness of material for use with adult learners. The scale of 1 through 5 has been selected for rating the material. A rating of 5 will indicate a perfect material while a rating of 1 will indicate an imperfect or inadequate material.

Beginning with question 3, you are evaluating the material in light of your own experience. You, as a teacher, are the best judge of how interested your students are in a particular instructional material. So, based upon your experience, does this new material conform to the areas in which adults are interested?

In question 4, the format of the material must reflect an adult appearance. Nothing turns an adult off quicker than pictures of "little John and Jane" in reading material. The material must be evaluated for content that reflects the experiences and problems encountered by adults. The whole point here is to think adult while rating the format of the material.

In question 5, you will want to see if you can use the material in your class, taking into account the fact that each of your students learns at a different rate. In simple terms, does the material provide for the slow learner as well as the fast learner?

Skip on to question 8. This is a very improtant question. If the materials do not provide for ethnic differences, there will be some adults in your class that will be offended by the material and, therefore, will view it with contempt.

At this point we would like for the entire group to divide into two subgroups. Group A will be concerned with the evaluation of reading material, while group B will evaluate math material. Each participant will evaluate a specific sample of instructional material which has been provided for this activity. These individual evaluations will be made from two sources: (1) using the general evaluation form for adult education material, and (2) using the specific evaluation form provided for each sub-group.

When the individual evaluations are completed, the group will compare their evaluations. These comparisons will be compiled into a single group evaluation of the instructional materials. The purpose of the group evaluation will be to point out the strong and weak points of all the materials evaluated.

To conclude this activity, each sub-group will select a spokesman. Using role-playing techniques, the spokesman will make a sales presentation of the material evaluated by the group.

The purpose of this activity is to point out the strong and weak points of the material evaluated and to identify for the entire group those materials which are best suited for use in the adult education program.

Developing Individual Instructional Programs

In working with adults, it is particularly important that the teacher provide for individual differences. In general, the range of achievement varies within an adult class far more than in a regular day school class. If the instructional material is not individualized, the adult simply will not return to class as students must in day school, where attendance is required by law or family pressures. Therefore, it is imperative that an individualized program of study be designed for each adult.

The Analysis of Learning Difficulties Sheet can be used to design an individualized program of study for the adult. By carefully observing this sheet, the teacher can detail specific items of deficient areas for the adult to correct. (Show Transparency 7, Individual Program Sheet).

1. Individual Program Sheet

An Individual Program Sheet can be a valuable tool for the adult teacher in designing an individualized program for each student. Instead of assigning a student who needs mathematics improvement the entire Working With Numbers Math Refresher Book, the teacher can list specific activities for the adult to complete using the best sections in several books. It is recognized that all adult teachers will not have all the materials listed on the Sample Program Sheet. Each teacher will have to design an individual program sheet to meet the student's needs based on the materials that are available.

An additional advantage of the Individual Program Sheet is that the student has his own record of the material or activities he needs to complete. As he completes each unit of work assigned to him, he is able to see his progress.

Developing Mini-Curricula for Teaching Adults

The mini-curriculum is really nothing more than an abbreviated lesson plan designed to present one concept that the student needs to acquire and sets out a methodical plan for reaching that goal.

In the appendix are examples of mini-curricula which may be utilized for adult programs. A discussion of mini-curricula and how they can aid the adult education teacher will be presented by the trainer utilizing the overhead projector.

Participants will be sub-divided into groups of approximately five members, and each will develop a sample mini-curriculum in a subject area.

APPENDIX

TABE LOCATOR TEST

Name: ____ M F
LAST FIRST INITIAL CIRCLE ONE

School: ____

Examiner: ____________________ Teacher: ____________________ Date: __________

DIRECTIONS: Decide which word means the opposite or about the opposite of the first word.

SAMPLES

A. happy 1. black 2. run 3. sad 4. rich ---------- A
B. many 1. few 2. small 3. too 4. much ---------- B

TEST

1. big 1. early 2. great 3. little 4. thrilling ---------- 1
2. cool 1. chill 2. warm 3. cruel 4. moist ---------- 2
3. high 1. crooked 2. lost 3. far 4. low ---------- 3
4. asleep 1. rebuilt 2. dazed 3. uncertain 4. awake ---------- 4
5. last 1. first 2. latest 3. newest 4. ninth ---------- 5
6. give 1. sigh 2. receive 3. bill 4. stem ---------- 6
7. rich 1. poor 2. build 3. quiet 4. happy ---------- 7
8. smooth 1. small 2. heavy 3. even 4. rough ---------- 8
9. beginning 1. needle 2. shovel 3. sailor 4. end ---------- 9
10. ocean 1. hand 2. band 3. land 4. nation ---------- 10
11. summer 1. spring 2. winter 3. autumn 4. fall ---------- 11
12. lucky 1. luckless 2. hasty 3. loving 4. persistent ---------- 12
13. wide 1. narrow 2. full 3. bright 4. quiet ---------- 13
14. sad 1. moody 2. vocal 3. glad 4. quiet ---------- 14
15. answer 1. speech 2. letter 3. question 4. echo ---------- 15
16. number 1. ticket 2. customer 3. theater 4. letter ---------- 16
17. single 1. sole 2. numerous 3. agitated 4. brave ---------- 17
18. sickness 1. kindness 2. recess 3. strength 4. health ---------- 18
19. mountain 1. valley 2. stream 3. plateau 4. peak ---------- 19
20. aloud 1. verbally 2. silently 3. musically 4. sadly ---------- 20
21. heavy 1. high 2. light 3. amount 4. condition ---------- 21
22. child 1. metal 2. adult 3. doll 4. support ---------- 22
23. import 1. export 2. porter 3. basket 4. harbor ---------- 23
24. brief 1. spent 2. insert 3. long 4. scant ---------- 24
25. equal 1. ugly 2. even 3. unequal 4. undone ---------- 25
26. dull 1. slow 2. full 3. sharp 4. weaving ---------- 26
27. rugged 1. steep 2. mountains 3. strong 4. smooth ---------- 27
28. expensive 1. cheap 2. infectious 3. excellent 4. experiment ---------- 28
29. bill 1. coin 2. fall 3. pencil 4. note ---------- 29
30. expand 1. compress 2. warp 3. seek 4. venture ---------- 30

31. freedom 1. laws 2. republic 3. slavery 4. government ----------31
32. unseen 1. visible 2. unsteady 3. valorous 4. beneath ---------32
33. balance 1. action 2. improper 3. scale 4. imbalance ----------33
34. labeled 1. steep 2. blank 3. queer 4. closeted ---------------34
35. employer 1. planter 2. empire 3. employee 4. emperor ----------35
36. comedy 1. cost 2. innocence 3. suggestion 4. tragedy --------36
37. construct 1. destroy 2. instruct 3. invent 4. memorize ---------37
38. solid 1. stupid 2. slippery 3. square 4. liquid -------------38
39. flood 1. land 2. expand 3. drain 4. spill -----------------39
40. ambitious 1. torn 2. navigable 3. lazy 4. confused -------------40
41. reduce 1. enlarge 2. repair 3. lose 4. report ---------------41
42. accurate 1. aboard 2. untrue 3. supple 4. appropriate ----------42
43. fiction 1. fear 2. fact 3. fame 4. flash --------------------43
44. hastily 1. lovingly 2. leisurely 3. hatefully 4. hurriedly ---44
45. halved 1. handed 2. doubled 3. concert 4. wrote --------------45
46. telescope 1. microscope 2. lens 3. periscope 4. stereoscope ----46
47. forbid 1. seek 2. wage 3. swallow 4. allow -----------------47
48. hibernation 1. vibration 2. trap 3. activity 4. sleep -------------48
49. native 1. natural 2. short 3. broken 4. foreign -------------49
50. devout 1. quiet 2. troubled 3. mean 4. impious --------------50

SCALE TABE LOCATOR

The following scale will help you in determining which level C.A.T. to administer.

TABE LOCATOR TEST SCORE	TEST TO ADMINISTER
43-50	C.A.T. Advanced (9-11)
30-42	C.A.T. Intermediate (7-9) TABE (D)
15-29	C.A.T. Elementary (4-6) TABE (M)
0-14	C.A.T. Primary (1-3) TABE (E)

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APPENDIX B

Diagnostic Analysis of Learning Difficulties*

California Achievement Tests – Advanced Battery

1. Reading Vocabulary

A. MATHEMATICS

1-15	Basic vocabulary

B. SCIENCE

16-30	Basic vocabulary

C. SOCIAL SCIENCE

31-45	Basic vocabulary

D. GENERAL

46-60	Basic vocabulary

2. Reading Comprehension

E. FOLLOWING DIRECTIONS

61, 65, 71, 72, 75	Directions in mathematical situations
63, 67, 68, 69, 70, 73, 74	Directions in language situations
62, 64, 66	Directions in science situations

F. REFERENCE SKILLS

76, 77, 81, 82	Vocabulary
78, 79, 80	Dictionary and library skills
83, 84, 85	Selecting references
86, 87	Report outline
88-92	Reading a graph
93-102	Reading a map

G. INTERPRETATION OF MATERIAL

120, 121, 147	Topic or central idea
103, 105, 108, 116, 117, 118, 123, 140, 143, 146	Directly stated facts
104, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 122, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 141, 142, 144, 145	Inferences

3. Mathematics Reasoning

A. MEANINGS

1, 2, 3	Writing integers
4	Writing money
5, 6, 7	Writing fractions and decimals
8, 9, 10	Roman numerals
11, 12, 13	Fractions and decimals
14, 15, 16, 17	Exponents and roots
18, 19, 20	Abstract numbers

B. SYMBOLS, RULES, & EQUATIONS

21, 22, 26, 27	Vocabulary
23, 24, 25, 28, 29, 30	Symbols
31, 32, 33, 34, 35	Rules
36, 37, 38, 39	Negative numbers
40, 41, 42, 43, 44, 45	Solving equations

C. PROBLEMS

46, 47	Simple problems
48, 57	Averaging
51, 52	Square and cubic measure
49, 50, 53, 55, 56, 59	Ratio and percentage
54	Budgeting
58, 60	Insurance and discount

4. Mathematics Fundamentals

D. ADDITION

61, 62	Simple combinations
63, 64	Carrying
61, 63	Zeros
63, 64	Column addition
64, 66	Adding money
64, 65, 66	Denominate numbers
67	Adding numerators
68, 70, 71, 72, 73	Fract. to common denominators
69, 70, 71, 72, 73	Adding mixed numbers
74, 75	Adding fractions & decimals
76, 77	Writing decimals in column
78	Adding percentages
79, 80	Adding abstract numbers

E. SUBTRACTION

81	Simple combinations
82, 83, 84, 85	Borrowing
83, 85	Zeros
84, 85	Subtracting money
84, 85, 86	Denominate numbers
87, 88	Subtracting numerators
89, 90	Fractions to common denom.
91, 92, 93	Borrowing, mixed numbers
94, 95	Subtracting fractions and decimals
96, 97	Writing decimals in column
98	Subtracting fractional parts
99, 100	Subtracting abstract numbers

F. MULTIPLICATION

101, 102, 103, 104, 105	Tables
102, 105	Zeros in multiplicand
104, 105	Zeros in multiplier
103, 104, 105	Two- and 3-place multipliers
106	Denominate numbers
107, 109, 110, 111	Cancellation of fractions
108	Multiplying numerators and denominators
112, 113, 114	Fractions and mixed numbers
115	Fractions and decimals
116, 117	Pointing off decimals
118	Multiplying per cent
119, 120	Multiplying abstract numbers

G. DIVISION

121, 122, 123, 124, 125	Tables
121, 122, 123, 124	Zeros in quotient
125	Remainders
126, 127, 128, 129, 130, 131, 132, 133	Inverting divisors
131, 132, 133	Mixed numbers
134	Fractions in remainder
135, 136, 137	Pointing off decimals
138	Division fractional parts
139, 140	Division abstract numbers

5. Mechanics of English

A. CAPITALIZATION

2, 27, 38, 39	Names of institutions
3, 18, 24	Titles of persons
4, 14, 32, 35	Titles of literature and drama
5, 15, 28	First words of sentences
6, 22, 36	Names of persons
7, 10, 13, 19, 20, 25, 37	Names of places
9, 16, 30	Days and months
11, 21, 33, 40	First words of quotations
23	Name of club
31	Name of language
1, 8, 12, 17, 26, 29, 34	Over-capitalization

B. PUNCTUATION

41, 45, 49, 51, 54, 57, 58, 63, 65, 68, 71, 74, 76, 77	Commas
42, 52, 61	Colons
43, 47, 53, 59, 79, 80	Apostrophes
50, 56, 62, 70	Quotation marks
55, 75, 78	Quotations within quotations
44, 46, 48, 60, 64, 66, 67, 69, 72, 73	Over-punctuation

C. WORD USAGE

81, 86, 94, 100, 119, 123	Tense
82, 85, 89, 93, 95, 96, 102, 107, 110, 124	Parts of speech
83, 104, 113, 118	Number
84, 87, 90, 98, 111, 126	Good usage
88, 91, 97, 99, 103, 106, 109, 112, 114, 116, 117, 121, 125, 127, 128	Syntax
92, 101, 105, 108, 115, 120, 122	Case
129-140	Recognizing sentences

6. Spelling 141-170 See profile

* Consult Part 2 of the Manual for uses.

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FOR USE WITH 1963 NORMS

California Achievement Tests

Advanced Level • GRADES 9 to 14 • Form ☐

DIAGNOSTIC PROFILE SHEET

DEVISED BY ERNEST W. TIEGS AND WILLIS W. CLARK

Name (Last, First, Middle)

School City

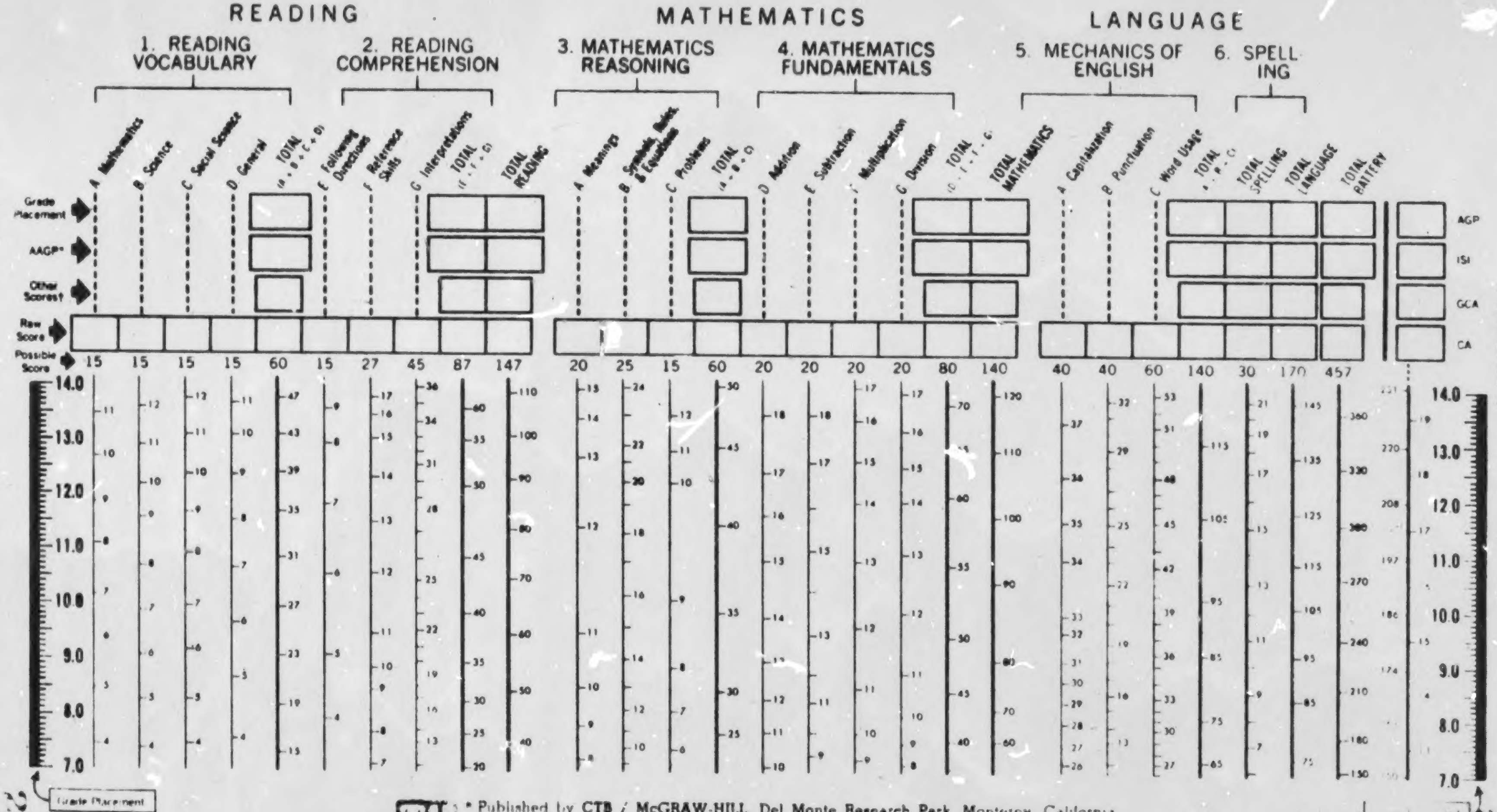
M F (Circle one) Grade

Teacher or Examiner

Date of Test (Year, Month, Day)

Date of Birth (Year, Month, Day)

Student's Age (Years, Months) (Total Mos.)



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Appendix D

A. Evaluation Forms

1. GENERAL EVALUATION FORM

A SCALE FOR EVALUATION OF ADULT EDUCATION INSTRUCTIONAL MATERIALS

Evaluator: ______________________________

Material(s): ______________________________

My position in Adult Education is: Full-time teacher, Part-time teacher, other:

____

Directions: Please circle the number for the material you are rating in the space you feel represents the quality of the material for the factor mentioned in the question. A rating of 5 would be for a perfect material and a rating of 1 would be for a completely inadequate material.

1. Have you taught students using this material? Yes _____ No _____

2. How familiar do you feel with this material?

1	2	3	4	5

3. Does the content of the material conform to the areas in which your experience has shown the adult student to have an interest?

1	2	3	4	5

4. Is the format of the material adult in appearance?

1	2	3	4	5

5. Does the material adequately take into account individual differences in learning rates?

1	2	3	4	5

6. How easy do you feel it would be to use the material?

1	2	3	4	5

7. If the material were available, would you use it in your local Adult Education Program?

____ ____ ____ ____ ____
1 2 3 4 5

8. Does the material provide for ethnic differences?

____ ____ ____ ____ ____
1 2 3 4 5

Feel free to make additional comments:

2. EVALUATION FORM READING EVALUATION

1. Does the material provide for the teaching of word-attack skills?

____ ____ ____ ____ ____
1 2 3 4 5

2. Does the material provide for the teaching of comprehension skills?

____ ____ ____ ____ ____
1 2 3 4 5

3. Does the material provide for the teaching of critical reading skills?

____ ____ ____ ____ ____
1 2 3 4 5

4. Does the material provide for vocabulary building and improvement?

____ ____ ____ ____ ____
1 2 3 4 5

5. Does the material provide for the teaching of dictionary and library skills?

____ ____ ____ ____ ____
1 2 3 4 5

6. Does the material provide for the teaching of maps?

____ ____ ____ ____ ____
1 2 3 4 5

7. Does the material provide for the teaching of graphs?

____ ____ ____ ____ ____
1 2 3 4 5

8. Does the material provide for the teaching of inference skills?

_____ _____ _____ _____ _____
1 2 3 4 5

3. EVALUATION FORM MATHEMATICS EVALUATION

1. Does the material provide for the teaching of fractions?

_____ _____ _____ _____ _____
1 2 3 4 5

2. Does the material provide for the teaching of decimals?

_____ _____ _____ _____ _____
1 2 3 4 5

3. Does the material provide for the teaching of per cent?

_____ _____ _____ _____ _____
1 2 3 4 5

4. Does the material provide for the teaching of integers?

_____ _____ _____ _____ _____
1 2 3 4 5

5. Does the material provide for the teaching of Roman numerals?

_____ _____ _____ _____ _____
1 2 3 4 5

6. Does the material provide for the teaching of exponents?

_____ _____ _____ _____ _____
1 2 3 4 5

7. Does the material provide for the teaching of insurance and discounts?

_____ _____ _____ _____ _____
1 2 3 4 5

8. Does the material provide for the teaching of basic fundamentals of Algebra?

_____ _____ _____ _____ _____
1 2 3 4 5

9. Does the material provide for the teaching of basic math symbols and rules?

_____ _____ _____ _____ _____
1 2 3 4 5

10. Does the material provide for the teaching of math problem solving?

____ 1 ____ 2 ____ 3 ____ 4 ____ 5

SAMPLE INDIVIDUAL PROGRAM SHEET
READING

Name ______________________________ Date ______________

Dates to attend: M T W Th F Hours to attend ________

READING COMPREHENSION

_____ SRA I I I B Lab (5-12)

_____ SRA IV A LAB (8-14)

_____ SRA RFU General Edition (5-12)

_____ Modern Reading Skill Text II (i-10)

_____ Modern Reading Skill Text III (9-12)

_____ Reading for Meaning (-12)

REFERENCE SKILLS
Cyclo-Teacher

_____ Dictionary 201, 202, 203, 207

_____ Selecting References 208, 210

_____ Library, General 212, 215

May Reading - McGraw-Hill

_____ Latitude

_____ Longitude

VOCABULARY SKILLS

_____ Crowles G.E.D. Prep. English Grammer pp. 32-43

_____ Cambridge Pre - G.E.D. English Prep. pp. 155-162

_____ Essentials in English (McCormick-Mathers)

_____ Book I Lessons 38 & 88

_____ Book II Lesson 54

_____ Book III Lesson 79

_____ Book IV Lesson 24

_____ Spelling Improvements (McGraw-Hill) p. 239 Suffixes, p. 327 Prefixes

_____ Design for Good Reading (Lippincott & Co.) pp. 156-182

Appendix F

SAMPLE INDIVIDUAL PROGRAM SHEET
MATHEMATICS

WHOLE NUMBERS

_____ Math Kit I (McCormick-Mathers)

_____ SRA Computational Skills Development Kit - Blue Cards

_____ Steck-Vaughn Working With Numbers - Math Refresher, pp. 3-25

_____ Wollensak Math Tapes - 3001-3008

FRACTIONS

_____ SRA Computations Skills Development Kit - Yellow Cards

_____ Steck-Vaughn - Math Refresher - pp. 26-55

_____ Steck-Vaughn - Working with Numbers Book 5, pp. 85-103

_____ Steck-Vaughn - Working with Numbers Book 6, pp. 24-61

_____ Math Kit 2 (McCormick-Mathers)

_____ Cambridge Pre G E.D. Arithmetic Prep. pp. 89-118

_____ Cowles G.E.D. Math Prep. pp. 15-24

_____ Individualized Math Kit (Singer-Random) Blocks 7-10

_____ Wollensak Math Tapes 3020-3026

_____ SVE Filmstrips - Takes #5 A 533 - 1, 2, 3, 4, 5

_____ Sullivan Associates Programmed Math - Fractions

DECIMALS

_____ Individualized Math Kit (Singer-Random) Blocks 12, 13

_____ Math Kit 2 (McCormick-Mathers)

_____ SRA Computational Skills Development Kit - Aqua Cards

_____ Steck-Vaughn Working with Numbers Book 5, pp. 104-115

_____ Steck-Vaughn Working with Numbers Book 6, pp. 66-84

_____ Cambridge Pre G.E.D. Arithmetic Prep. pp. 123-147

_____ Cowled G.E.D. Math Prep. pp. 39-45

_____ Steck-Vaughn - Math Refresher pp. 56-78

_____ Sullivan Associate Programmed Math - Decimals

_____ Wollensak Tapes 3020-3026

PER CENT

_____ SRA Computational Skills Kit - Tan Cards

_____ Cowles G.E.D. Math Prep. pp. 50-55

_____ Steck-Vaughn - Math Refresher pp. 79-106

_____ McCormick - Mathers - Making Math Plain pp. 42-58

_____ Individualized Math Kit (Singer-Random) - Per Cent

MATH REASONING

Writing Integers

_____ Introduction to Math, Section I (Encyclopedia - Brittanica) pp. 8-12

_____ Cambridge Pre G.E.D. Arithmetic Prep. pp. 7-13

Roman Numerals

_____ Making Math Plain (McCormick-Mathers) p. 11

_____ Cyclo Teacher - Cards M-46, M-47

Exponents

_____ Making Math Plain (McCormick-Mathers) pp. 86-98

_____ Algebra - Book One - (Steck-Vaughn) pp. 44-50

_____ Cowles G.E.D. Math Prep. pp. 110-111

Discounts

_____ Making Math Plain (McCormick-Mathers) pp. 46-48

_____ Cowles G.E.D. Math Prep. pp. 57-58

Fundamentals of Algebra

_____ Making Math Plain (McCormick-Mathers) pp. 103-115

_____ Steck-Vaughn Math Refresher pp. 142-146

_____ Sullivan Associate Programmed Math - Decimals

_____ Cowles G.E.D. Math Prep. pp. 99-103

_____ Algebra Book I (Steck-Vaughn) pp. 22-27

Square and Square Root

_____ Making Math Plain (McCormick-Mathers) pp. 201-202

Appendix G

SAMPLE INDIVIDUAL PROGRAM SHEET
LANGUAGE ARTS

_____ English 2200 Harcourt, Brace, and World

_____ English 2600 Harcourt, Brace, and World

CAPITAL LETTERS

_____ Essentials in English (McCormick-Mathers) Book II, pp. 159-162

_____ Plain English Handbook pp. 74-75

_____ Cambridge - Pre-G.E.D. English Prep. pp. 145-147

_____ Plain English 7, p. 32

_____ Language Is You - Book I (Field Ed. Pub.) pp. 65-67

_____ Individualized English Kit, SET J-1 (Follett Pub.) cards 83-86

_____ English 2600, Unit 10

_____ English Usage (General Learning Corporation) Lesson 11

PUNCTUATION

Commas

_____ Cambridge Pre-G.E.D. English Prep. pp. 125-137

_____ Language Is You - Book I (Field Ed. Pub.) pp. 69-70

_____ Essentials in English Book II (McCormick-Mathers) Lessons 15, 16, 17

_____ Cowles G.E.D. English Prep. pp. 148-150

Quotations

_____ Cambridge Pre-G.E.D. English Prep. pp. 141-145

_____ Essentials in English (McCormick-Mathers) Book I Lesson 67

_____ Plain English Handbook pp. 80-82

_____ English Usage (General Learning Corporation) Lesson 13

_____ Cowles G.E.D. English Prep. pp. 153-155

Apostrophe

_____ Crowles G.E.D. English Prep. pp. 152-153

_____ Essentials in English (McCormick-Mathers) pp. 175-177

_____ Language Is You (Field Ed. Pub.) pp. 72

_____ Plain English Handbook pp. 82

WORD USAGE

Tense

_____ Cambridge Pre-G.E.D. English Prep. pp. 26-59

_____ Language Is You (Field Ed. Pub.) pp. 149-152

_____ English Usage (General Learning Corporation) Lesson 4

_____ Cowles G.E.D. English Prep. pp. 83-89

Parts of Speech

_____ Essentials in English, Book II (McCormick-Mathers) Lesson 21

Number

_____ Essentials in English (McCormick-Mathers) Book II Lessons 33,34

_____ Cambridge Pre-G.E.D. English Prep. pp. 60-72

_____ Language Is You, Book III (Field Ed. Pub.) p. 107-108

_____ Cowles G.E.D. English Prep. pp. 90-92

Good Usage

_____ Essentials in English Book II, Lessons 44, 47, 48

_____ Cambridge Pre-G.E.D. English Prep. pp. 118-121

_____ Language Is You (Field Ed. Pub.) Book III pp. 109-112

Case

_____ Essentials in English Book II, Lesson 71, 72

_____ Cowles G.E.D. English Prep. pp. 95-98

Spelling

_____ Common Words Book I or II

_____ Spelling Improvements (McGraw-Hill)

Appendix H

SAMPLE MINI-CURRICULUM

Content Area: Arithmetic

Topic: Multiplication of Mixed Numbers

Grade Level: Advance

Concept: The multiplication of mixed numbers is used to solve many problems related to activities in day-to-day living.

Purpose: To aid the adult student in gaining the arithmetic skills necessary in multiplication of mixed numbers for solving real life problems.

PERFORMANCE OBJECTIVES

The student will be able to	Activities
1. Change mixed numbers to improper fractions before multiplying them.	Illustrate the process of changing mixed numbers to improper fraction Example: 2 1/5 = 11/5 Emphasize: Multiply the denominator 5 by the whole number 2 and add the numerator 1 to the product 10. Place the produce 11 above the denominator 5 as 11/5. Do the fraction 1 1/2 the same way.
2. Multiply two improper fractions.	Demonstrate the process of multiplying two improper fractions. Example: 3/2 x 11/5 - 3 3/10 Solution: Multiply the numerator 3 by the numerator 11 to equal 33. Multiply the denominator 2 by the denominator 5 equal 10. Place the product of 3 x 11 over the product 2 x 5. 33/10 = 3 3/10

Appendix I

SAMPLE MINI-CURRICULUM

Content Area: Reading
Topic: Map Reading
Grade Level: Advance

Concept: Understanding the legend and scale of a map is a necessary skill in map reading.

Purpose: To aid the student in understanding and reading a map.

PERFORMANCE OBJECTIVES:

1. By the end of the lesson, each student will identify 7 out of 10 symbols on a map distributed by the teacher.

2. The student will identify 7 out of 10 symbols on a state map.

ACTIVITIES:

1. Duplicate maps to be used.
2. Make transparencies.

Materials used:

1. Maps
2. Transparencies
3. Overhead projector

EVALUATION:

Teacher duplicated completion test-teacher observation.

1. In what state are the most mountains located? ______________________________

2. Which city is directly south of Grant? _____________________________________

3. Between what two states does a river form the boundary? ___________________ __________________________.

4. In which state is the capital of the country located? ___________________

5. What state has the most railroad tracks? ____________________________________

6. What city is located in a national forest? _________________________________

7. Which state contains the most mineral resources? ___________________________

8. The direct distance from Capital City to Valleytown is five (5) miles from Forbes. Which is the shortest distance by train? __________________________

9. Which river is completely bordered on both sides by the same state?

____.

10. Which state is completely divided by boundary lines and no natural boundaries? ____

TRANSPARENCIES

TABE LOCATOR TEST

Name: ____ M F
LAST FIRST INITIAL CIRCLE ONE

School: ____

Examiner: ________________ Teacher: ________________ Date: __________

DIRECTIONS: Decide which word means the opposite or about the opposite of the first word.

SAMPLES

A. happy 1. black 2. run 3. sad 4. rich --------------------A
B. many 1. few 2. small 3. too 4. much --------------------B

TEST

1. big 1. early 2. great 3. little 4. thrilling ------------1
2. cool 1. chill 2. warm 3. cruel 4. moist ------------------2
3. high 1. crooked 2. lost 3. far 4. low --------------------3
4. asleep 1. rebuilt 2. dazed 3. uncertain 4. awake ------------4
5. last 1. first 2. latest 3. newest 4. ninth ---------------5
6. give 1. sigh 2. receive 3. bill 4. stem ------------------6
7. rich 1. poor 2. build 3. quiet 4. happy -----------------7
8. smooth 1. small 2. heavy 3. even 4. rough -----------------8
9. beginning 1. needle 2. shovel 3. sailor 4. end ---------------9
10. ocean 1. hand 2. band 3. land 4. nation -----------------10
11. summer 1. spring 2. winter 3. autumn 4. fall ---------------11
12. lucky 1. luckless 2. hasty 3. loving 4. persistent --------12
13. wide 1. narrow 2. full 3. bright 4. quiet ----------------13
14. sad 1. moody 2. vocal 3. glad 4. quiet -----------------14
15. answer 1. speech 2. letter 3. question 4. echo -------------15
16. number 1. ticket 2. customer 3. theater 4. letter ----------16
17. single 1. sole 2. numerous 3. agitated 4. brave ------------17
18. sickness 1. kindness 2. recess 3. strength 4. health ---------18
19. mountain 1. valley 2. stream 3. plateau 4. peak ------------19
20. aloud 1. verbally 2. silently 3. musically 4. sadly -------20
21. heavy 1. high 2. light 3. amount 4. condition -------------21
22. child 1. metal 2. adult 3. doll 4. support ----------------22
23. import 1. export 2. porter 3. basket 4. harbor -------------23
24. brief 1. spent 2. insert 3. long 4. scant -----------------24
25. equal 1. ugly 2. even 3. unequal 4. undone ----------------25
26. dull 1. slow 2. full 3. sharp 4. weaving -----------------26
27. rugged 1. steep 2. mountains 3. strong 4. smooth -----------27
28. expensive 1. cheap 2. infectious 3. excellent 4. experiment ---28
29. bill 1. coin 2. fall 3. pencil 4. note -------------------29
30. expand 1. compress 2. warp 3. seek 4. venture --------------30

31. freedom 1. laws 2. republic 3. slavery 4. government ---------31
32. unseen 1. visible 2. unsteady 3. valorous 4. beneath --------32
33. balance 1. action 2. improper 3. scale 4. imbalance ----------33
34. labeled 1. steep 2. blank 3. queer 4. closeted ---------------34
35. employer 1. planter 2. empire 3. employee 4. emperor ----------35
36. comedy 1. cost 2. innocence 3. suggestion 4. tragedy --------36
37. construct 1. destroy 2. instruct 3. invent 4. memorize ---------37
38. solid 1. stupid 2. slippery 3. square 4. liquid -------------38
39. flood 1. land 2. expand 3. drain 4. spill ------------------39
40. ambitious 1. torn 2. navigable 3. lazy 4. confused -------------40
41. reduce 1. enlarge 2. repair 3. lose 4. report ---------------41
42. accurate 1. aboard 2. untrue 3. supple 4. appropriate ---------42
43. fiction 1. fear 2. fact 3. fame 4. flash --------------------43
44. hastily 1. lovingly 2. leisurely 3. hatefully 4. hurriedly ---44
45. halved 1. handed 2. doubled 3. concert 4. wrote -------------45
46. telescope 1. microscope 2. lens 3. periscope 4. stereoscope ----46
47. forbid 1. seek 2. wage 3. swallow 4. allow -----------------47
48. hibernation 1. vibration 2. trap 3. activity 4. sleep -------------48
49. native 1. natural 2. short 3. broken 4. foreign -------------49
50. devout 1. quiet 2. troubled 3. mean 4. impious --------------50

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Transparency 2

T.A.B.E. SCALE

T.A.B.E. Locator Test Scores	Test to Administer
43 - 50	C.A.T. Advanced (9 - 14)
30 - 42	T.A.B.E. Level "D" or C.A.T. Intermediate (7 - 9)
15 - 29	T.A.B.E. "M" or C.A.T. Elementary
0 - 14	T.A.B.E. "E", C.A.T.-Upper Primary or C.A.T. Lower Primary

Transparency 3

SAMPLE TEST SCORES

46

39

30

24

13

FOR USE WITH 1963 NORMS

California Achievement Tests

Advanced Level • GRADES 9 to 14 • Form ☐

DIAGNOSTIC PROFILE SHEET

DEVISED BY ERNEST W. TIEGS AND WILLIS W. CLARK

Name (Last, First, Middle)

School City

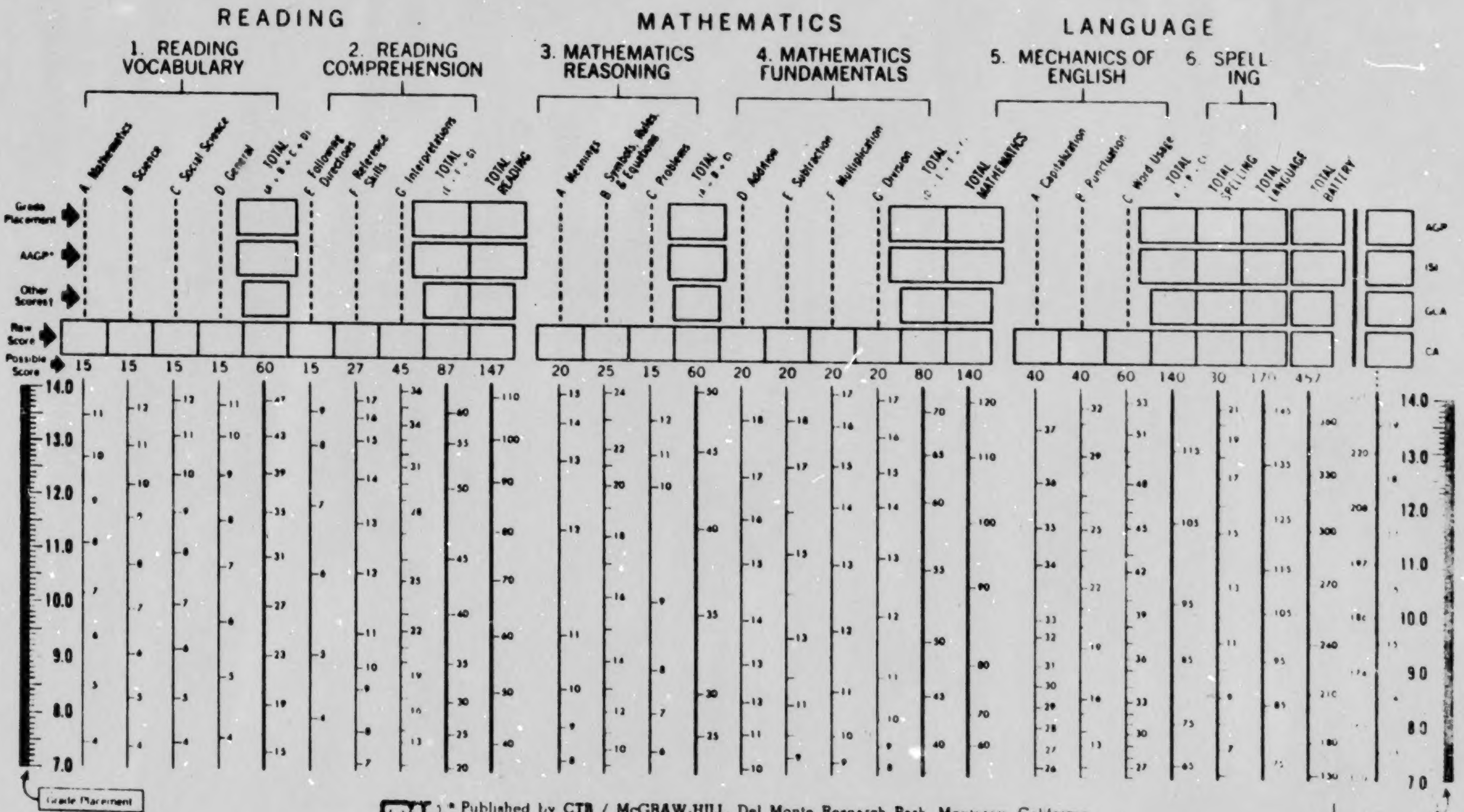
M F (Circle one) Grade

Teacher or Examiner

Date of Test

Date of Birth

Student's Age ( )



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Diagnostic Analysis of Learning Difficulties[*]

California Achievement Tests – Advanced Battery

1. Reading Vocabulary

A. MATHEMATICS

1-15	Basic vocabulary

B. SCIENCE

16-30	Basic vocabulary

C. SOCIAL SCIENCE

31-45	Basic vocabulary

D. GENERAL

46-60	Basic vocabulary

2. Reading Comprehension

E. FOLLOWING DIRECTIONS

61, 65, 71, 72, 75	Directions in mathematical situations
63, 67, 68, 69, 70, 73, 74	Directions in language situations
62, 64, 66	Directions in science situations

F. REFERENCE SKILLS

76, 77, 81, 82	Vocabulary
78, 79, 80	Dictionary and library skills
83, 84, 85	Selecting references
86, 87	Report outline
88-92	Reading a graph
93-102	Reading a map

G. INTERPRETATION OF MATERIAL

120, 121, 147	Topic or central idea
103, 105, 108, 116, 117, 118, 123, 140, 143, 146	Directly stated facts
104, 106, 107, 109, 110, 111, 112, 113, 114, 115, 119, 122, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 141, 142, 144, 145	Inferences

3. Mathematics Reasoning

A. MEANINGS

1, 2, 3	Writing integers
4	Writing money
5, 6, 7	Writing fractions and decimals
8, 9, 10	Roman numerals
11, 12, 13	Fractions and decimals
14, 15, 16, 17	Exponents and roots
18, 19, 20	Abstract numbers

B. SYMBOLS, RULES, & EQUATIONS

21, 22, 26, 27	Vocabulary
23, 24, 25, 28, 29, 30	Symbols
31, 32, 33, 34, 35	Rules
36, 37, 38, 39	Negative numbers
40, 41, 42, 43, 44, 45	Solving equations

C. PROBLEMS

46, 47	Simple problems
48, 57	Averaging
51, 52	Square and cubic measure
49, 50, 53, 55, 56, 58	Ratio and percentage
54	Budgeting
59, 60	Insurance and discount

4. Mathematics Fundamentals

D. ADDITION

61, 62	Simple combinations
63, 64	Carrying
61, 63	Zeros
63, 64	Column addition
64, 66	Adding money
64, 65, 66	Denominate numbers
67	Adding numerators
68, 70, 71, 72, 73	Fract. to common denominators
69, 70, 71, 72, 73	Adding mixed numbers
74, 75	Adding fractions & decimals
76, 77	Writing decimals in column
78	Adding percentages
79, 80	Adding abstract numbers

E. SUBTRACTION

81	Simple combinations
82, 83, 84, 85	Borrowing
83, 85	Zeros
84, 85	Subtracting money
84, 85, 86	Denominate numbers
87, 88	Subtracting numerators
89, 90	Fractions to common denom.
91, 92, 93	Borrowing, mixed numbers
94, 95	Subtracting fractions and decimals
96, 97	Writing decimals in column
98	Subtracting fractional parts
99, 100	Subtracting abstract numbers

F. MULTIPLICATION

101, 102, 103, 104, 106	Tables
102, 105	Zeros in multiplicand
104, 105	Zeros in multiplier
103, 104, 105	Two- and 3-place multipliers
106	Denominate numbers
107, 109, 110, 111	Cancellation of fractions
108	Multiplying numerators and denominators
112, 113, 114	Fractions and mixed numbers
115	Fractions and decimals
116, 117	Pointing off decimals
118	Multiplying per cent
119, 120	Multiplying abstract numbers

G. DIVISION

121, 122, 123, 124, 125	Tables
121, 122, 123, 124	Zeros in quotient
125	Remainders
126, 127, 128, 129, 130, 131, 132, 133	Inverting divisors
131, 132, 133	Mixed numbers
134	Fractions in remainder
135, 136, 137	Pointing off decimals
138	Division, fractional parts
139, 140	Division, abstract numbers

5. Mechanics of English

A. CAPITALIZATION

2, 27, 38, 39	Names of institutions
3, 18, 24	Titles of persons
4, 14, 32, 35	Titles of literature and drama
5, 15, 28	First words of sentences
6, 22, 36	Names of persons
7, 10, 13, 19, 20, 25, 37	Names of places
9, 16, 30	Days and months
11, 21, 33, 40	First words of quotations
23	Name of club
31	Name of language
1, 8, 12, 17, 26, 29, 34	Over-capitalization

B. PUNCTUATION

41, 45, 49, 51, 54, 57, 58, 63, 65, 68, 71, 74, 76, 77	Commas
42, 52, 61	Colons
43, 47, 53, 59, 79, 80	Apostrophes
50, 56, 62, 70	Quotation marks
55, 75, 78	Quotations within quotations
44, 46, 48, 60, 64, 66, 67, 69, 72, 73	Over-punctuation

C. WORD USAGE

81, 86, 94, 100, 119, 123	Tense
82, 85, 89, 93, 95, 98, 102, 107, 110, 124	Parts of speech
83, 104, 113, 118	Number
84, 87, 90, 96, 111, 126	Good usage
88, 91, 97, 99, 103, 106, 109, 112, 114, 116, 117, 121, 125, 127, 128	Syntax
92, 101, 105, 108, 115, 120, 122	Case
129-140	Recognizing sentences

6. Spelling (141-170) See profile

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[*] Consult Part 2 of the Manual for uses.

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Transparency 6

Appendix D

A. Evaluation Forms

1. GENERAL EVALUATION FORM

A SCALE FOR EVALUATION OF ADULT EDUCATION INSTRUCTIONAL MATERIALS

Evaluator: ______________________________

Material(s): ______________________________

My position in Adult Education is: Full-time teacher, Part-time teacher, other:

____

Directions: Please circle the number for the material you are rating in the space you feel represents the quality of the material for the factor mentioned in the question. A rating of 5 would be for a perfect material and a rating of 1 would be for a completely inadequate material.

1. Have you taught students using this material? Yes _____ No _____

2. How familiar do you feel with this material?

_____ _____ _____ _____ _____
1 2 3 4 5

3. Does the content of the material conform to the areas in which your experience has shown the adult student to have an interest?

_____ _____ _____ _____ _____
1 2 3 4 5

4. Is the format of the material adult in appearance?

_____ _____ _____ _____ _____
1 2 3 4 5

5. Does the material adequately take into account individual differences in learning rates?

_____ _____ _____ _____ _____
1 2 3 4 5

6. How easy do you feel it would be to use the material?

_____ _____ _____ _____ _____
1 2 3 4 5

7. If the material were available, would you use it in your local Adult Education Program?

____ ____ ____ ____ ____
1 2 3 4 5

8. Does the material provide for ethnic differences?

____ ____ ____ ____ ____
1 2 3 4 5

Feel free to make additional comments:

2. EVALUATION FORM READING EVALUATION

1. Does the material provide for the teaching of word-attack skills?

____ ____ ____ ____ ____
1 2 3 4 5

2. Does the material provide for the teaching of comprehension skills?

____ ____ ____ ____ ____
1 2 3 4 5

3. Does the material provide for the teaching of critical reading skills?

____ ____ ____ ____ ____
1 2 3 4 5

4. Does the material provide for vocabulary building and improvement?

____ ____ ____ ____ ____
1 2 3 4 5

5. Does the material provide for the teaching of dictionary and library skills?

____ ____ ____ ____ ____
1 2 3 4 5

6. Does the material provide for the teaching of maps?

____ ____ ____ ____ ____
1 2 3 4 5

7. Does the material provide for the teaching of graphs?

____ ____ ____ ____ ____
1 2 3 4 5

8. Does the material provide for the teaching of inference skills?

____ ____ ____ ____ ____
1 2 3 4 5

3. EVALUATION FORM MATHEMATICS EVALUATION

1. Does the material provide for the teaching of fractions?

____ ____ ____ ____ ____
1 2 3 4 5

2. Does the material provide for the teaching of decimals?

____ ____ ____ ____ ____
1 2 3 4 5

3. Does the material provide for the teaching of per cent?

____ ____ ____ ____ ____
1 2 3 4 5

4. Does the material provide for the teaching of integers?

____ ____ ____ ____ ____
1 2 3 4 5

5. Does the material provide for the teaching of Roman numerals?

____ ____ ____ ____ ____
1 2 3 4 5

6. Does the material provide for the teaching of exponents?

____ ____ ____ ____ ____
1 2 3 4 5

7. Does the material provide for the teaching of insurance and discounts?

____ ____ ____ ____ ____
1 2 3 4 5

8. Does the material provide for the teaching of basic fundamentals of Algebra?

____ ____ ____ ____ ____
1 2 3 4 5

9. Does the material provide for the teaching of basic math symbols and rules?

____ ____ ____ ____ ____
1 2 3 4 5

10. Does the material provide for the teaching of math problem solving?

____	____	____	____	____
1	2	3	4	5

Transparency 7

SAMPLE INDIVIDUAL PROGRAM SHEET
READING

Name ______________________________ Date ______________

Dates to attend: M T W Th F Hours to attend ________

READING COMPREHENSION

________ SRA I I I B Lab (5-12)

________ SRA IV A Lab (8-14)

________ SRA RFU General Edition (5-12)

________ Modern Reading Skill Text II (i-10)

________ Modern Reading Skill Text III (9-12)

________ Reading for Meaning (-12)

REFERENCE SKILLS

Cyclo Teacher

______ Dictionary 201, 202, 203, 207

______ Selecting References 208, 210

______ Library, General 212, 215

May Reading - McGraw-Hill

______ Latitude

______ Longitude

VOCABULARY SKILLS

______ Cowles G. E. D. Prep. English Grammar pp. 32-43

______ Cambridge Pre - G.E.D. English Prep. pp. 155-162

______ Essentials in English (McCormick-Mathers)

______ Book I Lessons 38 & 88

______ Book II Lesson 54

______ Book III Lesson 79

______ Book IV Lesson 24

______ Spelling Improvements (McGraw-Hill) p. 239 Suffixes, p. 327 Prefixes

______ Design for Good Reading (Lippincott & Co.) pp. 156-182

Transparency 8

SAMPLE INDIVIDUAL PROGRAM SHEET
MATHEMATICS

whole numbers

_____Math Kit I (McCormick-Mathers)

_____SRA Computational Skills Development Kit - Blue Cards

_____Steck-Vaughn Working With Numbers - Math Referesher, pp. 3-25.

_____Wollensak Math Tapes - 3001-3008

FRACTIONS

_____SRA Computations Skills Development Kit - Yellow Cards

_____Steck-Vaughn - Math Refresher - pp. 26-55

_____Steck-Vaughn - Working with Numbers Book 5, pp. 85-103

_____Steck-Vaughn - Working With Numbers Book 6, pp. 24-61

_____Math Kit 2 (McCormick-Mathers)

_____Cambridge Pre G.E.D. Arithmetic Prep. pp. 89-118

_____Cowles G.E.D. Math Prep. pp. 15-24

_____Individualized Math Kit (Singer-Random) Blocks 7-10

_____Wollensak Math Tapes 3020-3026

_____SVE Filmstrips - Takes #5 A 533 - 1, 2, 3, 4, 5

_____Sullivan Associates Programmed Math - Fractions

DECIMALS

_____Individualized Math Kit (Singer-Random) Blocks 12, 13

_____Math Kit 2 (McCormick-Mathers)

_____SRA Computational Skills Development Kit - Aqua Cards

_____Steck-Vaughn Working with Numbers Book 5, pp. 104-115

_____Steck-Vaughn Working with Numbers Book 6, pp. 66-84

_____Cambridge Pre G.E.D. Arithmetic Prep. pp. 123-147

_____Cowled G.E.D. Math Prep. pp. 39-45

_____Steck-Vaughn - Math Refresher pp. 56-78

_____Sullivan Associate Programmed Math - Decimals

_____ Wollensak Tapes 3020-3026

PERCENT

_____SRA Computational skills Kit - Tan Cards

_____ Cowles G.E.D. Math Prep. pp. 50-55

_____Steck-Vaughn- Math Refresher pp. 79-106

_____McCormick - Mathers - Making Math Plain pp. 42-58

_____Individualized Math Kit (Singer-Random) - Percent

MATH REASONING

Writing Integers

_____Introduction to Math, Section I (Encyclopedia - Brittanica) pp. 8-12

_____Cambridge Pre G.E.D. Arithmetic Prep. pp. 7-13

Roman Numerals

_____Making Math Plain (McCormick-Mathers) p. 11

_____Cyclo Teacher - Cards M-46, M-47

Exponents

_____Making Math Plain (McCormick-Mathers) pp. 86-98

_____Algebra - Book One - (Steck-Vaughn) pp. 44-50

_____Algebra - Book One - (Steck-Vaughn) pp. 44-50

_____Cowles G.E.D. Math Prep. pp. 110-111

Discounts

_____Making Math Plain (McCormick-Mathers) pp. 46-48

_____Cowles G.E.D. Math Prep. pp. 57-58

Fundamentals of Algebra

_____Making Math Plain (McCormick-Mathers) pp. 103-115

_____Steck-Vaughn Math Refresher pp. 142-146

_____Sullivan Associate Programmed Math - Decimals

_____Cowles G.E.D. Math Prep. pp. 99-103

_____Algebra Book I (Steck-Vaughn) pp. 22-27

Square and Square Root

_____Making Math Plain (McCormick-Mathers) pp. 201-202

Transparency 9

SAMPLE INDIVIDUAL PROGRAM SHEET
ENGLISH

_____English 2200 Harcourt, Brace, and World

_____English 2600 Harcourt, Brace, and World

CAPITAL LETTERS

_____Essentials in English (McCormick-Mathers) Book II, pp. 159-162

_____Plain English Handbook pp. 74-75

_____Cambridge - Pre-G.E.D. English Prep. pp. 145-147

_____Plain English 7, p. 32

_____Language Is You - Book I (Field ED. Pub.) pp. 65-67

_____Individualized English Kit, SET J-1 (Follett Pub.) cards 83-86

_____English 2600, Unit 10

_____English Usage (General Learning Corporation) Lesson 11

PUNCTUATION

Commas

_____Cambridge Pre-G.E.D. English Prep. pp. 125-137

_____Language Is Your - Book I (Field Ed. Pub.) pp. 69-70

_____Essentials in English Book II (McCormick-Mathers) Lessons 15, 16, 17

_____Cowles G.E.D. English Prep. pp. 148-150

Quotations

_____Cambridge Pre-G.E.D. English Prep. pp. 141-145

_____Essentials in English (McCormick-Mathers) Book I Lesson 67

_____Plain English Handbook pp. 80-82

_____English Usage (General Learning Corporation) Lesson 13

_____Cowles G.E.D. English Prep. pp. 153-155

Apostrophe

_____Cowles G.E.D. English Prep. pp. 152-153

_____Essentials in English (McCormick-Mathers) pp. 175-177

_____Language Is Your (Field Ed. Pub.) pp. 72

_____Plain English Handbook pp. 82

WORD USAGE

Tense

_____Cambridge Pre-G.E.D. English Prep. pp. 26-59

_____Language Is You (Field Ed. Pub.) pp. 149-152

_____English Usage (General Learning Corporation) Lesson 4

_____Cowles G.E.D. English Prep. pp. 83-89

Parts of Speech

_____Essentials in English, Book II (McCormick-Mathers) Lesson 21

Number

_____Essentials in English (McCormick-Mathers) Book II Lessons 33,34

_____Cambridge Pre-G.E.D. English Prep. pp. 60-72

_____Language Is You, Book III (Field Ed. Pub.) p. 107-108

_____Cowles G.E.D. English Prep. pp. 90-92

Good Usage

_____Essentials in English Book II, Lessons 44, 47, 48

_____Cambridge Pre-G.E.D. English Prep. pp. 118-121

_____Language Is You (Field Ed. Pub.) Book III pp. 109-112

Case

_____Essentials in English Book II, Lesson 71, 72

_____Cowles G.E.D. English Prep. pp. 95-98

Spelling

_____Common Words Book I or II

_____Spelling Improvements (McGraw-Hill)

THE CONCEPT OF THE COMMUNITY SCHOOL AND ADULT EDUCATION LEARNING CENTERS

Part A. Community School Concept

Part B. The Adult Learning Center Concept

Part C. The East Baton Rouge Parish Community School Program

by

Dr. Robert D. Wasson
Director, Community School

Mr. Harry Ridley
Supervisor, Community School

Mr. Ted Schilling
Adult Learning Center Specialist

Mr. George Varino
Adult Learning Specialist

Valley Park Continuing Education Center
East Baton Rouge Parish

TEACHER PREPARATION

1. Duplicate worksheets to be used as examples by the students.
2. Prepare transparencies illustrating the process.
3. Have measuring devices: cups, spoons, and ounces, available.

MATERIALS:

1. Overhead projector with acetate sheet
2. Make testbooks or workbooks available
3. Secure filmstrip and filmstrip projector.

EVALUATION:

1. Teacher observation of student solving a problem
2. Have students demonstrate the ability to solve real life problems such as doubling a recipe.
3. Teacher made test.

THE CONCEPT OF THE COMMUNITY SCHOOL AND ADULT EDUCATION LEARNING CENTERS

Part A. Community School Concept

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by

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Mr. George Varino
Adult Learning Specialist

Valley Park Continuing Education Center
East Baton Rouge Parish

THE CONCEPT OF THE COMMUNITY SCHOOL AND ADULT EDUCATION LEARNING CENTERS

OUTLINE

I. Behavioral Objectives

   A. The participant will identify the components of a community school complex.

   B. The participant will discuss the feasibility of establishing a community school and/or adult learning center in their local programs.

   C. The participant will list the advantages and disadvantages of the adult learning center and/or mini-center in comparison to conventional adult classes.

II. Activities

   A. The participants will view the film and slide presentation in the general session.

   B. The participants will be divided into groups and discuss the feasibility of the community school and/or adult learning center for their local programs.

   C. The participants will be divided into groups and discuss the advantages and disadvantages of adult learning center in relation to conventional adult programs.

III. Narrative

   A. Community School Concept

      1. Introduction
      2. History of Community School Movement

   B. The Adult Learning Center Concept

      1. Introduction
      2. Instructional Materials and Equipment
      3. General Procedures
      4. Growth of the Center

   C. The East Baton Rouge Parish Community School Program

      1. Introduction
      2. Philosophy
      3. School Activities
      4. Summary

IV. Supportive Materials

  A. Film - "To Touch a Child"

  B. Slide Presentation

THE CONCEPT OF THE COMMUNITY SCHOOL AND ADULT EDUCATION LEARNING CENTERS

PART A. COMMUNITY SCHOOL CONCEPT

Introduction

Community education is a community involvement process, one which involves the total community for the continuing growth and development of people. Ideally, the community education process endeavors to unite community resources (governmental service agencies, business, industry, educational agencies, and recreation) through the development of a cooperative basis. These resource agencies, or extensions thereof, are housed in the community school plant, and their effors are coordinated by an assigned school personnel. This approach in organizing the community resources would seem to minimize duplication of purpose, and yet, to make more extensive usage of the school facility while servicing the needs of the people in the community. In view of the fact that a network of public school facilities presently exists in the United States, it would seem logical that the school plant be utilized as the vehicle for the implementation of community education. The control factor of the community school lies in the vested legal authority of the respective cooperating agencies, and not of one auspice.

History of the Community School Movement

The major thrust for community education in the United States was begun in Flint, Michigan. In 1936, Frank Manley, the Athletic Director of the Flint Public School System, initiated the community school movement. He comprehended the great potential of school facilities and community resources that could be tapped for usage by the general public and special groups. Manley's vision soon became a reality. In his serach for financial resources and added guidance to implement his idea, he found a philanthropist, C. S. Mott, who bought the community school idea and, subsequently, gave generously for its promotion and expansion in the United States.

Presently, there are fifteen regional community education centers across the nation, and numerous cooperating centers. These community service centers are "university-based", and they offer free services to any school district or community in a respective region. Specific services include dissemination of information and media, consultation and training in community education.

In 1966, the National Community School Education Association (NCSEA) was formed and headquartered in Flint, Michigan. National leadership training in community education is conducted by the National Center assisted by seven state universities in Michigan. Recently, community education leadership training has also been assumed by the regional centers because of the rising demand for trained community leaders.

PART B. THE ADULT LEARNING CENTER CONCEPT

Introduction

The adult learning center program was established in 1969. This program concentrates primarily on the academic prerequisite to the high school equivalency diploma, and it operates on a full-time basis. All academic work is based upon the multi-media, self-directed approach, which means that each student is individually prescribed a course of study aligned to his educational objective. The primary advantage of this programmed, self-directed course of study is that the student begins on his own academic level and proceeds at a comfortable rate of learning. He is free to come and go as he pleases, and to spend as little or as much time as he desires in his studies. This has proved to be both successful and highly effective.

The learning center is a proven approach to meeting many of the educational needs of the adult citizenry. The center surpasses the traditional night class program in allowing flexibility in both time scheduling and curriculum. It provides the atmosphere and conditions conducive to individualized learning experiences. The learning center operates from 9 A.M. to 9 P.M. Monday through Thursday, and from 9 A.M. to 4 P.M. on Friday.

A primary requirement for the success of any program is quality personnel. The centers in East Baton Rouge Parish are staffed by a group of professionals and paraprofessionals who are competent and enthusiastic in the performance of their duties. It is evident that they are dedicated to their task.

The goals of the center are several, one being the furthering of the education of persons sixteen years of age or older who have been denied a basic or twelfth grade education. It is the objective of the learning center to provide the stimulation for effectively motivating and guiding each student toward his goal. This is done by a variety of methods and techniques designed especially for the adult learner.

It has been found that long range goals often evade the adult student and that intermediate accomplishments help to maintain interest in a program until a student's final educational goal is within reach. Thus, the curriculum is designed with the adult student's objectives clearly stated for each level.

A second goal develops from the first in the form of the improvement and expansion of the materials and techniques to be used. The learning center attempts to individualize each curriculum to best suit the person. The development of materials and aids continue to be an important part of the learning center's activities. Even without development of unique methods, the necessary evaluative part of the process must be carried on, for without the constant evaluation of materials it would be virtually impossible to discard less effective methods and materials for better ones.

It is another goal of the learning center to foster attitudes and those communication skills which are necessary for better jobs, health, family life, community life, and general well-being. It is in these contexts that basic skills are to be taught as an effort to improve both skills and students.

Instructional Materials and Equipment

The learning centers have on inventory over one hundred programs in the various basic subjects of mathematics, language, reading, spelling, social studies, and science. In addition to the basic subjects available are subjects such as economics, bookkeeping and accounting, foreign languages, higher mathematics, chemistry, biology, and others. Emphasis is placed on basic subjects ranging from grade level zero through twelve, although post-graduate material is available. These materials are programmed for independent study.

A programmed course of study requires that one be a functional reader. The learning centers have special reading laboratories in operation for the purpose of providing more help for adult basic education students. Individual scheduling and a variety of materials, including EDL, SRA, Hoffman, and others, enable the students to make progress in the beginning.

There is an atmosphere of concentrated effort and obvious enjoyment in the reading laboratories. This is associated not only with an increase in enrollment, but also with an increase in time spent working. This is particularly rewarding, considering that many students have transportation problems.

General Procedures

When a student first reports to the learning center, he is usually highly motivated toward achieving a particular educational objective. He also comes with a certain degree of fear or a lack of self-confidence. He may even be ashamed for not having accomplished his educational need earlier in life.

The learning center specialist greets the student with a warm welcome in his private office and interviews him. At this point, the individual's objective is stated, minimal personal data are collected, and the student immediately begins a diagnostic process to determine his learning dificiencies. The objective of the student always dictates how he will be placed.

The student is placed in his prescribed program by a competent paraprofessional, and is then supervised throughout the duration of his program. Most of his study is done on an independent basis.

Growth of the Center

The Adult Learning Center began September 15, 1969, with an initial enrollment of 27 students in a small room in the basement of Baton Rouge High School. The Center grew rapidly. A larger facility was provided.

Another few months elapsed with a continuing increase in students. The Centers now are located in schools of their own - The Valley Park Continuing Education Center in south Baton Rouge, and The Rosenwald Continuing Education Center in north Baton Rouge.

The current enrollment since July 1, 1973, is 1,002 students, and the number is continuing to grow. Approximately 85 per cent of the Centers' enrollments are aspirants of high school equivalency diplomas. Others come to learn to read and write, to study refresher courses in the subject diciplines, to study post high school courses, to prepare themselves for college, or to study a foreign language.

PART C. THE EAST BATON ROUGE PARISH COMMUNITY SCHOOL PROGRAM

Introduction

Many educators believe that the new approach in solving some of the problems of elementary and secondary education will be the adoption of "Community School Concept." The community school not only serves the needs of the children and adults in the community, but brings community services closer to the people. The records show that very little juvenile delinquency, vandalism, or criminal activity take place in a community school area.

The community school ideal is to bring a greater return on the taxpayers' educational investments. A conservative estimate indicates that a large percentage of American schools will adopt the Community School concept. The East Baton Rouge Parish School Board knows that the so-called "community school approach" has been an educational "ocean depth of the past", but believes that it will be the accepted wave of the future."

The East Baton Rouge Parish School Board presents a full time community school program at Rosenwald Community School and Valley Park Community School. Other adult learning centers are Baker Mini-Center and Northwestern Mini-Center. In the near future Mini-Centers will be established at Central High School and Chaneyville High School, which will give good coverage for the entire parish.

Community School: A community school is a complete school facility that is open to the public - black, white, rich, poor, and non-profit, non-religious, and non-political groups. If one has an educational, recreational, civic, or cultural problem, the East Baton Rouge Parish Community Schools may have the answer.

Cost: This program is absolutely free of charge.

Why Does the East Baton Rouge Parish School Board Make Full Time Community Schools Available to the Citizens?

1. To provide educational, civic, cultural, and recreational activities for all people, free of charge.

2. To make available to the public facilities conducive to specific and general types of community activities.

3. To get maximum use of school facilities for our citizens' tax dollars.

4. To encourage service groups to decentralize their organizations and to become a part of community schools in order to bring their services closer to the people.

5. To create the type of democratic environment or atmosphere whereby people of all races, social, and economic status can learn or participate in activities of their choice without interference or disruption.

6. To maintain the philosophy of East Baton Rouge Parish School Board concerning the concept of community schools. This philosophy is not to permit profit individuals or groups, religious groups, or political groups to use our public facilities to promote their particular gains or interests.

7. To encourage all people to develop a sense of respect and harmony among one another on a voluntary basis.

8. To eliminate or remove academic pressures from students by adjusting a program of instruction geared to the individual without a specific rigid time schedule.

9. To allow each adult citizen freedom of choice concerning his or her selection of educational, vocational, recreational, and cultural activities within the frame of East Baton Rouge Parish School Board's community school concept.

Philosophy

The staff of the East Baton Rouge Parish Community Schools believe that it is a public responsibility to provide continuing educational, civic, recreational, and cultural programs for all citizens in the East Baton Rouge Parish, with special emphasis on adult education, using the learning center approach as the heart of the operation. We further believe that all programs, educational, civic, cultural, and service, should be free of charge. We believe that our school plants should operate with a minimum of rules, but we reserve the right to restrict the use of our facilities to non-profit, non-religious, and non-political groups.

We believe that community agencies should be an integral part of the community schools, working together with the staff and students to bring about better economic, social, educational, and cultural conditions in the best of democratic traditions.

Emphasis will be placed on guidance, articulation, and human relations in order to bring about better lines of communications between the social, cultural, governmental, and racial groups.

School Activities

1. Education

    a. Learning Centers for high school diploma (GED Program)

    b. Developmental Reading Laboratory - Levels 1-12 and speed-reading up to 900 words a minute.

    c. Work Incentive Program (WIN)

    d. Homebound, or Continuing Education, for pregnant girls

    e. Veterans' high school program

f. Operation Upgrade - reading program for illiterates

g. Incentive courses - all free of charge

1) Beginning typewriting
2) Rapid writing
3) Beginning bookkeeping and accounting
4) Beginning sewing
5) Adult driver education
6) Ceramics
7) Auto Tune-up course
8) Safety - Louisiana Drivers License Bureau

h. Civic and Cultural Programs

1) Southeast Community Action, Inc., and
2) Istrouma Neighborhood Service Center

Both programs are anti-poverty agencies for upgrading and servicing poor people.

i. Juvenile Delinquency Prevention Program

j. Community Relations Program (Police)

k. Insurance Group Workshop

l. Junior League Civic Group

m. School Plant

1) Complete facilities for civic meetings, social, cultural, and recreational activities.

Summary

The East Baton Rouge Parish School Board made the best educational commitment in its history in developing the community school idea, or concept, for continuing education, recreation, and cultural activities for its adult citizens. Any person 16 years of age or older is considered an adult.

Many unique and positive accomplishments have resulted from this program. Nearly 1,500 high school diplomas have been awarded adult graduates in the past 38 months. Hundreds of persons have been upgraded in reading, mathematics, science, languages, etc. Many have completed typewriting, bookkeeping, sewing, and radio announcing courses, and have obtained employment as a direct result. More than 575,000 man hours have been provided in supervision for recreational and cultural community school activities. More than 25 community service agencies work directly or indirectly with the community school program.

Public response to this program has been most gratifying. Many letters have been written to the Superintendent of the School Board, to the Director of Continuing Education, and to the Supervisor of Community Schools. These letters represent persons in all classes of society; and each one compliments the School Board on the Community School Program.

The full-time community schools have become a hub of the community. They operate more than 12 hours each day, and adult education is flourishing. Citizens of the community school neighborhoods point with pride to the schools; vandalism has practically ceased; business has increased among the established units around the school plants; and more and more organizations are utilizing the facilities.

INNOVATIVE PROGRAMS OF SPECIAL INTEREST TO ADULT EDUCATION PERSONNEL

Part A. Retention: Key To Recruiting

Part B. "The Good Break

by

Mr. Clay Brock, Director
Special Services
Bossier Parish School Board

INNOVATIVE PROGRAMS OF SPECIAL INTEREST TO ADULT EDUCATION PERSONNEL

OUTLINE

I. Behavioral Objectives

- A. The participant will list three factors that improve student retention in the adult education program.
- B. The participant will identify three activities that the adult teacher may utilize in her class to improve student attendance.
- C. The participant will list two innovative projects that can be implemented in his adult classes to correlate academic instruction with student interest activities.

II. Activities

- A. The participant will view the slide presentation in general session.
- B. The participant will discuss in general session the feasibility of implementing special activities in his local program to encourage student retention.
- C. The participant will view the complete handicraft products displayed.

III. Narrative

- A. Retention: Key to Recruiting
    1. Retention is keyed upon student success.
    2. Suggested activities for promoting student attendance are discussed.
- B. "The Good Break"
    1. Mental break instead of coffee break.
    2. Correlating handicrafts with academic program.

IV. Supportive Material

- A. Slide Presentation
- B. Display of Handicraft Products

INNOVATIVE PROGRAMS OF SPECIAL INTEREST TO ADULT EDUCATION PERSONNEL

This portion of the program will be utilized to expose participants to some special innovative in instructional programs currently being developed in local areas throughout the state. Presentations will be done in general sessions to all participants to be followed by a general discussion and reaction session.

PART A. RETENTION: KEY TO RECRUITING

The secret to continued enrollment and satisfactory attendance is found primarily within the area of classroom success.

The success experienced by each student differs between individuals. However, many programs view student success as a purely academic endeavor. Nothing could be further from fact!

Success, from the student's viewpoint, begins with adequate, acceptable classroom surroundings. The attitude of the teacher is of prime importance; and the manner in which the teacher establishes rapport can enhance a successful beginning, and hence, a positive start.

Assuming that the teacher and the academic program are suitably orientated to the students' needs, we can then look at some endeavors that will provide that student with other success oriented experiences. These endeavors will be most helpful in obtaining improved attendance, greater pride in individual and group work, and student interest aside from the academics that they can enjoy successfully.

Handicrafts is an area that may provide students with tremendous opportunities. Manual traits can often be developed simultaneously with the academic improvement. With the students contributing some of their time and the program contributing a like amount, say, 15 minutes from each, a 30 minute handicrafts class can develop. Just think of all the academic-oriented skills that can be stressed using handicrafts as the vehicle.

Attendance awards given to encourage and reward outstanding participation often work wonders even in the most advanced classes. Praise is a commodity that students enjoy; and awards, certificates and trophies are indeed just that in physical form.

Many wonderful programs can become exceptional with the mere injection of some extra little "niceties" to enhance the students total program. The following slide presentation is concerned with some suggested activities implemented in the Bossier Parish Adult Education Program that may serve as an example for other adult education classes.

PART B. SLIDE PRESENTATION - "THE GOOD BREAK"

The Adult Education Department of the Bossier Parish School Board has long sought a means to provide a "mental break" rather than a "coffee break" to combat the adverse academic effects associated with the varying attention spans of Adult Education students.

This problem is not new or mysterious in nature. Plainly stated, the adult student does, for various reasons, display a span of attention that varies tremendously. For purposes of this presentation the term "average" shall imply a continuous academic pursuit of thirty minutes without change of subject.

In the past, most teachers, and entire programs as well, have merely scheduled their academic offerings around stretch breaks, smoke breaks, between "O" and "Q". This method of breaking did prove successful in some ways, but, in fact, did waste time that could have been spent more effectively. The solution simply did not fit the problem.

The plan that we advocate does, as the old adage stated, "kills two birds with one stone". This is to say that we advocate a break from the textbook routine, but still maintaining a learning, academic atmosphere.

During some inservice training sessions, the question of "break-time" has been discussed. It was concluded that the most efficient way to provide the students with a break was simply to change subject-matter and include a social attitude. This was accomplished through the use of handicraft projects and other endeavors designed to point out Adult Education meaningfulness.

In the past we have used certificates, socials, and even birthday parties to bring about the desired interest level. Attendance trophies, covering various lengths of time, have also been used successfully. Each of these endeavors have their proper place. However, each time we change activities we must first be mindful of our total responsibility to each and every student. With this in mind, we can go back to one of the basic characteristics of the adult student lack of success.

Many times a student becomes bored and restless when academic drills become "busy work". Really, the student does not become unhappy or bored by the concept of the activity, but does dislike his or her attitude toward the future or further application of the concept being learned. This problem can be remedied if the instructor can apply the learning directly to a project that the student can appreciate as being a product resulting from some learned concept. This is success and the student does enjoy this aspect. Also, the student will strive even harder to increase his or her productivity, and thus increases the amount of success experienced. In short, a steady diet of success will go a long way toward producing a well-rounded adult education student. Bossier Parish attempted to base the ABE experiences on this type diet.

The handicraft projects were begun in the classroom as part of the regular lesson. This initial setting is important. Always relate to the learning experience and site, whenever possible. The planning of each project is vitally important due to the correlation required with classroom text materials. Math and reading or reading and math are the two basic areas, with the other interest areas usually covered within the reading experience.

As the slides depict, the beads were first introduced to test the initial interest level. Soon the entire group was involved in planning the actual production. Pattern planning did allow individuality to come out.

Next came the purse project. Additional planning was required and this indepth planning provided more social benefits as well as academic benefits, than any other single project. All students participated in some phase of the purse project. The varying styles produced some very challenging problems for the students. Utilizing the available materials to the utmost proved the true vlaue of prior planning. How many 3 inch by 4 inch pieces can you cut from a plastic half-gallon Purex or Clorox container? The billfolds, belts and other ideas made plastic bottles extremely valuable.

The final project was indeed the most beautiful and coordinated all the academic areas into one project. Reading and writing instructions, planning and constructing the frames, purchasing the yarn, and developing the patterns all proved challenging and most enjoyable. Surprisingly, the men took greater interest in this project than any other. The results of the pillow project did reinforce the success factor.

The longer the handicraft projects continued, the number of ideas grew and took shape. This can possibly help your program to become even more interesting and meaningful to your students.

These projects mentioned involved only a few ideas. Your students can really let their imagination run wild. How many projects can you develop?

PROBLEMS OF MAJOR INTEREST TO ADULT EDUCATION PERSONNEL

BY

Robert W. Boyet
Staff Development Specialist
State Department of Education

PROBLEMS OF MAJOR INTEREST TO ADULT EDUCATION PERSONNEL

OUTLINE

I. Behavioral Objectives

A. The participant will list three major problems that currently handicap his adult education class.

B. The participant will write suggested activities that can be implemented to assist him in overcoming the problems he has encountered in his adult program.

II. Activities

A. The participant in general session will write down three problem areas in order of preference that currently exist in his adult education situation.

B. Four typical problem areas shall be written separately on four index cards and one additional index card shall be left blank.

C. Participants shall be divided into groups based on their individual problem areas in relation to the problem written on the card. Those individuals who indicated a problem area not related to those mentioned on the four cards will be divided into the "wild card" or blank card group.

D. Participants shall meet in their respective groups to develop a role playing session depicting the problem situation indicated on each card. The "wild card" group may develop a role playing situation on any other problem situation not included on the other four cards.

E. Each group shall present a brief role playing skit in general session.

III. Narrative

A. Explanation of Role Playing Activities.

IV. Supportive Material

A. Five index cards with following adult education situations typed separately on each:

1. The first class meeting.
2. Selection and utilization of adult oriented material.
3. Testing in the adult program.
4. Meeting individual needs in the adult education program.
5. "Wild Card".

PROBLEMS OF MAJOR INTEREST TO ADULT EDUCATION PERSONNEL

In order to allow each participant the opportunity to utilize the expertise and experiences of his fellow adult educators in attendance, this segment of the program is designed to allow participants to initiate the topics of consideration.

After participants have written down three problem areas that currently exist in their adult education situation, the topics suggested on each of the index cards (which may be subject to change) will be announced to the group. The participants will then be divided into small groups by major areas of interest. Each group will discuss their problems with the group members and seek potential solutions that may have been utilized by others. Each group should then develop a brief role playing situation for presentation in the general session. After each group has presented their role playing situation, general discussions will be conducted to seek suggested solutions to some of the problems depicted.

ADAPTING THE CAREER EDUCATION CONCEPT TO ADULT EDUCATION

Part A. Introduction to Career Education

Part B. Adapting the Career Education Concept for Local Adult Programs

by

Mr. Robert Arceneaux
Supervisor of Adult Education
Lafayette Parish School Board

ADAPTING THE CAREER EDUCATION CONCEPT TO ADULT EDUCATION

OUTLINE

I. Behavioral Objectives

A. The trainee will discuss the role of Adult Education in implementing Career Education.

B. The trainee will discuss how he has utilized the concept of Career Education in his adult class.

C. The trainee will list three (3) sources which relate specific jobs to the subject material in the area of mathematics and reading.

D. The trainee will write a mini-curriculum on pre-employment orientation from either one of the following:

1. Writing an application form
2. Completing an application form
3. Making the job interview

E. The trainee will discuss and list three (3) local sources of job availability.

F. The trainee will discuss and list one (1) source of job titles available to an adult teacher.

II. Activities

A. Presentation

B. Slide presentation - Lafayette Parish Career Education Model

C. Group Discussion

D. Group Report

III. Narrative

A. Introduction to Career Education

1. Rational For Career Education
2. Objectives of Career Education in Adult Education
3. Job-Related Adult Basic Education
4. Sources of Job Availability
5. Lafayette Parish Adult Career Education Model
6. Conclusion

IV. Supportive Material

  A. Slide Presentation - Lafayette Parish Career Education Model

  B. Transparencies

    1. "Career Education"?
    2. Definition of Career Education by Hoyt
    3. Definition of Career Education by Evans
    4. Definition of Career Education by Career Development Teachers
    5. "Pyramid of Career Education"
    6. Objectives of Career Education
    7. Job-Related Adult Basic Education
    8. Key Concepts for Career Development Education as it Pertains to Self.
    9. Key Concepts for Career Development Education as it Pertains to Technology.
    10. Key Concepts for Career Development Education as it Pertains to Economics.
    11. Key Concepts for Career Development Education as it Pertains to Society.
    12. Key Concepts for Career Development Education as it Pertains to Career

V. Appendix

  A. Group Meeting Activity Sheet for Trainer
  B. Group Meeting Activity Sheet for Trainee
  C. Mini-Curriculum
  D. Pre-Employment Test
  E. Selected Background References Related to Career Education

VI. Bibliography

ADAPTING THE CAREER EDUCATION CONCEPT TO ADULT EDUCATION

PART A. INTRODUCTION TO CAREER EDUCATION

Why the sudden interest in the concept of Career Education? The immediate source of interest is clear. Sidney P. Marland, Jr., the commissioner of the United States Office of Education, has made Career Education the password of his administration.

According to Commissioner Marland, "Career Education is not a major office of education priority in name only, a proper goal; Career Education is the major objective of the Office of Education at this moment in time and will remain so far in the foreseeable future."[1]

The Career Education Concept has been endorsed by the National Education Association of Chief State School Officers, the American Vocational Association, and the National Advisory Council on Vocational Education, along with the Association of Secondary School Principals. Outside education, organized labor and the United States Chamber of Commerce have voiced their approval.

(Place Transparency 1 on the overhead projector).

Defining Career Education is not easy, and there are nearly as many definitions as definers of it.

(Place Transparncy 2 on the overhead projector).

To Kenneth B. Hoyt, University of Maryland, Career Education is "The total efforts of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."[2]

(Place Transparency 3 on the overhead projector).

To Rupert N. Evans, University of Illinois, "Career Education is the total effort of the community to develop a personally satisfying succession of opportunity for work, paid or unpaid, extending throughout life."[3]

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[1] Maryland, Sidney, Jr., "Career Education 300 Days Later", American Vocational Journal 47:14-17, February, 1972.

[2] Hoyt, Kenneth B., et al Career Education, (Salt Lake City, Utah: Olympus Publishing Company, 1972).

[3] Ibid

(Place Transparency 4 on the overhead projector).

According to the Steering Committee of the Research and Demonstration model on Career Education in Lafayette Parish, "Career Education is a comprehensive educational program, beginning with early childhood and continuing throughout life, for the purpose of providing each individual with a positive awareness of self and the world of work. At any point of exit from school, the individual would be equipped with the necessary skills, attitudes, and knowledge for an entry level position in the world of work, post secondary occupational training, or a baccalaureate program."

Rational For Career Education

(Place Transparency 5 on the overhead projector).

In 1970-71, 3.7 million young people dropped out of school. Of these, nearly 2.5 million lacked the proper skills and attitudes to enter the labor force at a level commensurate with their academic and intellectual promise. Many left school with no marketable skills whatsoever. The 2.5 million students, dropping out of school at various levels, cost the nation upwards of $30 billion. This figure represents about 1/3 of the entire amount spent on education last year. Each year billions are being spent to prepare 2.5 million young people for potential disenchantment, unemployment, aimlessness and failure.[4]

Even more distressing are the losses we cannot calculate in dollars - the losses of confidence and self-esteem, the sense of alienation and drift, the abusement and non-fulfillment that burdens millions of young people struggling for a productive adulthood. The aftermath of these attributes usually shows up in unemployment (welfare) and crime statistics (inmates in penal institutions in Louisiana function at a 5th grade level).[5]

By 1980, according to the Department of Labor, eight of ten jobs in the United States will not require a four-year college diploma. Also, the typical member of the labor force will hold an average of eight to twelve different jobs during his forty years on the job force. This has strong implications concerning the shifting of careers, job flexibility, and adaptability.[6]

If the United States is to deal with a significant number of this country's education-related problems from unemployment to drugs to delinquency to alienation, then all facets of education and the world of work must get involved in the development and implementation of this new concept. With this type of involvement, all education including Adult Education will become or should become Career Education.

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[4] Worthington, Robert, (Speech delivered at the American Industrial Arts Association Convention). Dallas, Texas, March 27, 1972.

[5] Michot, Louis, (Speech delivered at Louisiana School Board Convention). Lafayette, Louisiana, March,1972.

[6] Diminico, Gerald, "You and Work," American Vocational Journal 44:22-29, December, 1969.

Objectives of Career Education in Adult Education

In the Adult Education Program, academic subject matter should be related to career opportunities and the requirements for the world of work. Career Education not only provides job information, but also helps adults to develop attitudes about the personal, psychological, social, and economic significance of work. A major benefit is that adult's performance and retention should improve as the entire curriculum is made relevant and more meaningful by being focused and implied around Career Education.

In developing the career concept in Adult Education, the following objectives can be used as a guide:

(Place Transparency 6 on the overhead projector).

-- To develop positive attitudes in adults about the personal and social significance of work.

-- To develop each adult's self-awareness.

-- To develop and expand the occupational awareness and the aspirations of the adults.

-- To improve overall adult performance by unifying and focusing basic subjects around a career development theme.

-- To provide experiences for adults to assist them in evaluating their interests.

-- To maintain continuous follow-through of all drop-outs to use the resulting information for program revision.[7]

Low literacy, lack of understanding of the world of work, and other barriers, too often prevent the disadvantaged from acquiring or using vocational skills. These barriers cannot be removed simply through the type of remedial elementary education which brings the student to the sixth or eighth grade equivalency level. What is needed along with conventional academic education is what we can refer to as "job-related adult basic education" - or Career Education for adults.

Job Related Adult Basic Education

(Place Transparency 7 on the overhead projector).

Job-related adult basic education should include all education, except skill training, needed to obtain and hold a decent job. It should contain a mixture, in proportions determined by varying circumstances and particular needs of reading, writing, arithmetic, speaking, grooming, job habits, self-confidence, civil rights and duties, social relations, hygiene, consumer skills, and any other necessary topics.[8]

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[7] Budke, Wesley Eugene, Review and Synthesis of Information on Occupational Exploration. ERIC Clearinghouse on Vocational and Technical Education, Center For Vocational and Technical Education. (Columbus, Ohio: Ohio State University, 1971.

Learning activities should meaningfully relate to the real lives of adults. Abstract rules should be kept to a minimum. Job-related materials and activities work best with students already highly motivated toward particular jobs; however, it can and has been used successfully in motivating those students not so inclined by giving meaningful direction to their education in terms of life goals.

Instructional procedures, materials, equipment, etc., should be oriented to the particular adults to be instructed. The total program should be immediately meaningful to these adults, should be as enjoyable as possible, and should not resemble a program for children.[9]

A repertoire of individualized instructional materials should be available. As resources permit, a wide variety of commercially developed materials should be used, as well as those developed locally.[10]

The learner should be given as much responsibility as he can handle for his own learning goals, methods, evaluation, rates of progress, and materials.[11]

Resource people in the community should be used to motivate student interest in particular jobs or areas of work.

Sources of Job Availability

The Adult Education teacher should be familiar with some of the many different sources of occupational information available on the national, state, and local level. On the national level, the following is available:

1. The Dictionary of Occupational Titles
2. The Occupational Outlook Handbook
3. Encyclopedia of Career and Vocational Guidance

In most instances they may not be available, but the teacher who is knowledgeable of these can better develop the concept of Career Education in the classroom.

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[8] Kent, William P., (Project Head) et al Job-Related Adult Basic Education. Volume 1. System Development Corporation. (Falls Church, Virginia: February, 1971).

[9] Ibid

[10] Ibid

[11] Ibid

On the state and local level the Department of Employment Security is readily available as a public service. In addition, local labor unions, private employment services, and civil service officials can be of great service to you as an adult teacher.

In developing the concept of Career Education, local school systems have set up data banks of occupational information. In New Orleans, there is being developed the computer Based Data system for Vocational Career Guidance. The objective of this program is to identify existing and projected employment opportunities in specific job categories, skill types, and levels.

VITAL, the career information center established as a cooperative effort by nine parishes around the greater Baton Rouge area, is organized for the purpose of providing career and occupational information to students, counselors, information, scaled down to the 4th to 6th grade reading level.

Lafayette Parish Adult Career Education Model

A. Career Education Slide Presentation, Lafayette Parish Career Model

For the last three decades, Louisiana has ranked last in literacy among states in the union. Efforts in Adult Education during the last decade reduced illiteracy in Louisiana by 8.2%, the highest percentage of illiteracy reduction in the U.S. from 1960 to 1970. Even with this accomplishment, Louisiana must still recognize that it lags behind in educational attainment as compared with other states. For example:

> Louisiana had the highest percentage of adults with no schooling in 1970 just as it did in 1960.
>
> The proportion of adults in Louisiana with no schooling in 1970 was about the level for the United States 30 years ago in 1940.
>
> Louisiana is 10 or more years behind the average state in most measures of educational attainment, hardly a commendable situation.
>
> If Louisiana makes educational advancements at the same pace as the rest of the country during the 1970's, it will continue to lag 10 or more years behind other states by 1980.

In addition, the educational status of Louisiana in regard to its large segment of undereducated adults is a tremendous handicap to the economic potential of the state. In a 1971 study conducted by the Public Affairs Research Council of Louisiana entitled "Industry Rates Louisiana," it was pointed out that Louisiana's primary deterrent to industrial development is a lack of trained manpower. Labor statistics reflected the following:

Almost 20% of all adults 18 and over in Louisiana with incomes below $3,000 per year had less than five years of schooling.

In an effort to provide alternatives to meet the problems of the undereducated adults, Lafayette Parish has re-oriented their traditional program in an effort to meet the needs of its undereducated population.

Lafayette Parish School Superintendent Harold Gauthe states ....

In realizing that we as educators are not only responsible for our youth alone, but for adults as well, the Lafayette Parish School Board approved plans in the staff structure to provide for a Department of Community Services. Not only does this department include adult education but career education as well. Since career education is so all encompassing that it goes beyond the twelve years of school and continues on through one's life, we in Lafayette Parish are committed to the career education concept and have implemented it at all levels of education including adult education. As superintendent, I have assigned Mr. Lloyd Foote to head the Department of Community Services . . .

Mr. Foote

Career education is bringing about meaningful changes in the Lafayette Parish Education Program. Through career education, increased community involvement has been realized. Through this involvement, the needs of undereducated adults were realized to be more than those provided by a basic education. The need for basic occupational skills and the development of concepts, ideas, attitudes and values must also be a part of educational training programs. The Lafayette Parish Adult Education Program has moved forward to implement such a program to better meet the needs of Lafayette.

Career education addresses itself to turning around unwanted trends in education -- trends which have resulted in student's leaving school without the basic academic and vocational skills needed to live a happy and productive life. This complex problem has gone beyond the traditional public school, but a new focus in education can add meaning to the lives of the people in the community. By focusing all learning around the career devellopment theme, adults can see a reason for learning -- how what they learn can relate to their life's work.

By his definition of career education, Dr. Kenneth Hoyt, Associate Commissioner of Career Education, U.S. Office of Education, tells us that career education must go beyond the twelve years of school. His definition for career education is ....

> The total efforts of public education and the community, aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

For some time now the adult education supervisor and staff in Lafayette Parish have been involved in career project planning with City and Parish agency administrators, vocational rehabilitation counselors, and employers.

Through these contacts, the following major concerns have become apparent:

1) Adults functioning below the fifth grade level lack not only the

academic skills, but the basic occupational skills and attitudes needed for employment.

2) Undereducated employed workers, for the most part, are unhappy in their jobs because they cannot qualify for advancement and cannot compete with better educated employees.

3) Undereducated adults are not aware of the basic employment skills needed for job mobility, and have no concept of employer job expectations.

For the undereducated employed adult, the future is dim -- for the most part, they are unhappy in their jobs -- usually they cannot compete for anything better and there is little hope for advancement.

In the adult education program, academic subject matter should be related to career opportunities and the requirements for the world of work. Career education not only provides job information, but also helps adults to develop attitudes about the personal, psychological, social, and economic significance of work. A major benefit is that adult's performance and retention should improve as the entire curriculum is made relevant and more meaningful by focusing on career-oriented education.

In order to provide this type of program, the Lafayette Parish Adult Education Department requested and received special project funds from the state director of Adult Education to develop a career education guide. Two key adult educators, Carmen Searles and Harold Hollier, worked to research and write a guide composed of curriculum units which can aid adult education teachers in relating career education to the subjects they are teaching. The units are designed to help adult students develop an awareness to the world of work and to help them appreciate a more realistic self-awareness and more realistic self-appraisal.

The adult education curriculum guide will be utilized as reference for the in-service training program for teachers in Lafayette Parish. Plans are to conduct two one-week workshops for adult educators from throughout the state. This program will be funded by the State Department of Education under the direction of the State Director of Adult Education and the University of Southwestern Louisiana.

The guide, however, must not be viewed as a text or as the final word in adult career education, but rather, as a collection of recommended ideas, activities, and procedures to be used by adult education teachers in developing career awareness programs to satisfy their students particular needs. Included in the guide are learning activities which help students become knowledgeable about everyday necessities related to successful adaptation to a rapidly changing technological age. Also included are suggested reference books, pamphlets, instructional kits and a listing of free and inexpensive material. Hopefully, the ideas and suggestions put forth in the adult career education curriculum guide will help educators to achieve the goal of providing adults with opportunities for attaining knowledge relevant to their future.

Conclusion

The proportions of Career Education are no longer just an issue, but rather a national movement. It is felt that the concept has a definite place in education. The Adult Education teacher using job-related material in the classroom can make learning activities more meaningful; thus the problems of retaining adults should be minimized.

APPENDIX

Appendix A

CAREER EDUCATION GROUP MEETING

Activity Sheet For Trainers

I. Behavioral Objective:

The trainee will discuss the role of Adult Education in implementing Career Education as it relates to:

a. Self
b. Technology
c. Economics
d. Society
e. Career

Self:

Self understanding is vital to career decision and work performance.

a. A positive concept of each enables the individual to enter and function in the working world.
b. An individual may be suited for many different occupations.
c. There are identifiable attitudes and behaviors which enables one to obtain and hold a job.
d. Each individual has a contribution to make to the world of work.
e. The individual's perception of people affects his ability to work cooperatively.

Technology:

Man and technology are continually interacting in his work.

a. Man uses technology to satisfy his needs and to achieve his desires.
b. Technological developments cause a continual change in the emergence and disappearance of jobs.

Economics:

Man's livelihood depends upon the production, distribution, and consumption of goods and services.

a. Our economic system influences work opportunities.
b. Economic fluctuations influence occupational choice and opportunity.

Society:

Society reflects the creative force of work.

a. Society is dependent upon the world of many people
b. The customs, traditions, and attitudes of society affect the world of work.
c. Societal needs determine vocational opportunity.

Career:

Career Education prepares man for the world of work.

- a. Career choice is a developmental process.
- b. People do many kinds of work.
- c. A person may have many careers.
- d. Basic education enhances job performance.
- e. There is a specific knowledge for each career area.
- f. Workers may need vocational retraining in the course of a lifetime.
- g. Transferable knowledge will facilitate retraining.

2. Behavioral Objective:

The trainee will write a mini-curriculum on pre-employment orientation from either one of the following:

- a. Writing an application letter
- b. Completing an application form
- c. Making the job interview

Activity - Use "How To Get A Job And Keep It" by Steck-Vaughn as a guide.

(See Mini-Curriculum Insert)

3. List three (3) areas in Adult Education which you could write a mini-curriculum on.

4. Behavioral Objective:

The trainee will relate how he has utilized the concept of Career Education in his adult class.

Discuss and list 3 ways:

(1) ____

(2) ____

(3) ____

5. Behavioral Objective:

The trainee will discuss and list three (3) local sources of job availability.

Activity - Discuss:

- a. Department of Employment Security
- b. Private employment services
- c. Labor unions
- d. Civil Service directory - local and state
- e. VITAL - local Baton Rouge area
- f. Computer Based Data System - New Orleans

6. Behavioral Objective:

The trainee will discuss and list one (1) source of job titles available to an adult teacher.

Activity - Discuss:

a. Directory of Occupational Titles (20,000 separate listings)
b. Occupational Outlook Handbook
c. Encyclopedia of Career and Vocational Guidance
d. Career Guides for Louisiana Students (State Department of Education)

Appendix B

CAREER EDUCATION GROUP MEETING

Activity Sheet for Trainees

1. Write a mini-curriculum on pre-employment orientation from either one of the following:

    a. Writing an application letter
    b. Complete an application form
    c. Making the job interview

2. List three (3) areas in Adult Education which you could write a mini-curriculum on.

3. List three (3) sources which relates specific jobs to the subject material in the areas of mathematics and reading.

4. Discuss and list three (3) ways he has utilized the concept of Career Education in his adult class.

5. The trainee will discuss and list three (3) local sources of job availability.

    1. ______________________________
    2. ______________________________
    3. ______________________________

6. The trainee will discuss and list one (1) source of job titles available to an adult teacher.

APPENDIX C

SAMPLE MINI-CURRICULUM FORM

Content Area: Career Education

Topic:

Grade Level: Multi-Level

Concept:

Purpose:

Performance Objectives:	Activities:
Teacher Preparation:	
Materials, Aids:	
Evaluation:	

5. Discuss and list three (3) local sources of job availability.

6. Discuss and list one (1) source of job titles available to an adult teacher.

MINI-CURRICULUM

Content Area:	Career Education
Topic:	Completing the Job Application Form
Grade Level:	Multi-Level
Concept:	Techniques of writing required information on Job Application Forms . To help the student gain the necessary skills to fill out a job application form properly.

Performance Objectives:	Activities:
The student will:	
1. Interpret instructions correctly on a given application form.	Have the student complete a worksheet containing many types of instructions such as those commonly found on application forms.

Performance Objectives:	Activities:
	Through the use of overhead transparencies, the teacher will review meanings of abbreviations, found on application forms.
2. Complete a job application form accurately.	Using samples of job application forms on transparencies, insure that the student correctly completes several job application forms handed out.

Teacher Preparation:

1. Collect job applications from several local industries and businesses.
2. Prepare transparency showing abbreviations and their meanings.

APPENDIX D

PRE-EMPLOYMENT TEST

SAMPLE- PRE AND POST TEST FOR TEACHING PRE-EMPLOYMENT SKILLS

ATTENTION

This test will NOT affect your grade average or acedemic standing in any way. The purpose of this test is to help determine how much you know concerning finding a job, applying for the job, the interview, etc. This will enable us to better prepare our presentations and to direct our efforts where you most need help. Your answers are going to be kept in the strictest confidence.

1. True or False Questions - If the statement is true place a "T" in the blank provided at the left. If the statement is false or if any part of the statement is false, place an "O" in the blank. Read each question carefully!

----1. On a job interview one should claim work experience and not the lack of it.
----2. One should always address people by name in a polite manner.
----3. A favorable initial impression is most important on a job interview.
----4. A common oversight in personal grooming are fingernails and shoes.
----5. In shaking hands the younger person should extend his hand first.
----6. One should wait to be invited to sit and then acknowledge the invitation.
----7. It is bad practice to smile during an interview.
----8. Most people lose jobs not from inability or incompetence but rather from the inability to get along with people.
----9. Job hunting is a skill that cannot be learned; you are born with it.
----10. A person spends more of his waking hours at work than in any other activity.
----11. A person's job has no great bearing in determining where a person will live.
----12. Certain jobs have requirements in regard to a person's physical size.
----13. Personality is much more important than knowledge in success on the job.
----14. Education requirements include only what you have learned in school.
----15. One's personality was formed during childhood. It cannot be changed to fit the job.
----16. Once a person enters the adolescence stage his physical abilities have been formed and cannot be changed.
----17. A person's mental abilities can be changed by study and hard work.
----18. A person's education and training ends once he finishes school and becomes established in a job.
----19. A skill is remembered and retained only as long as it is used.
----20. There are several different routes a person may follow in reaching his goal of finding a job such as: telephoning, letters of application and personal visits.
----21. When using the telephone to inquire about a job there is no special time to call as long as the call is placed during working hours.
----22. When inquiring about a job over the telephone, it is acceptable to ask how much a job pays.

----23. Many employers judge a would be employee by considering the handwriting in his letter.
----24. A person should bring to the interview notes or lists of information concerning himself.
----25. While the employer is talking you should ask your questions as you think of them so as not to forget them.
----26. It may be wise, after several days, to follow up an interview with a telephone call to find out if any progress is being made or if any additional information is needed.
----27. Choosing a career is one, if not the most important decisions a person makes in his life.
----28. Applications should be filled out in script with a well-sharpened pencil.
----29. College graduates always earn more money than non-college graduates.
----30. The unemployment rate of students without vocational training is more than four times that of students with vocational training.
----31. Hobbies and interests often lead to jobs.
----32. Money is the most important factor in considering a job.
----33. A resume' is the same thing as an application.
----34. One should not accept constructive criticism from his employer.
----35. Good etiquette shows that you respect yourself and others.
----36. Self-confidence cannot be developed.
----37. One can learn from failure.
----38. The most skilled person always gets the job sought after.
----39. A personal photograph should be attached to all job applications.
----40. Use only well-educated prominent people for personal references. This saves you the time of asking permission to use his name.

II. Multiple Choice - Choose the correct answer and place it in the blank provided at the left.

----1. When a person is being interviewed for a job, he should
A) walk in and sit down.
B) extend his hand to the interviewer
C) wait until the employer invites him to sit down

----2. During a job interview a person should
A) always promise more than he can deliver
B) giggle or laugh a lot
C) speak directly and clearly
D) not speak at all

----3. In a rigid dictatorship a person is
A) assigned to a job
B) generally placed in the job his father does
C) allowed to apply for any job

----4. What might help you in a job interview?
A) being neatly dressed
B) being active in school service
C) addressing the interviewer by his name
D) all of the above

----5. The key step in getting a job is the
A) telephone conversation
B) letter of application
C) application form
D) interview

----6. During his lifetime the average person will spend over ---- hours on his job
A) 25,000
B) 50,000
C) 75,000
D) 100,000

----7. In preparing for a job we must fully understand its
A) physical demands
B) skill requirements
C) education requirements
D) all of the above

----8. Which of the following qualifications are most important in a good worker:
A) punctuality and reliability
B) initiative and loyality
C) good taste in dress and grooming
D) polite, mature attitude
E) all of the above.

----9. Who is likely to make a favorable impression on others?
A) a person who is clear and not neat
B) a person who is neat but not clean
C) both
D) neither

----10. The most important factor to consider in choosing a job is
A) amount of vacation
B) pay
C) your interest and ability for the job
D) what your parents and friends think of the job

Appendix E

SELECTED BACKGROUND REFERENCES RELATED TO CAREER EDUCATION

February 1972

During the period from 1969 to 1972, numerous journal articles and documents began to appear which were related to the type of educational program now being referred to as "career education." The following list cites some of the more significant of these articles and documents.

Many of the documents are now available through the ERIC System. Those documents which are identified by an "ED" number have been processed into the ERIC System and can be obtained from the ERIC Document Reproduction Service in accordance with the "Special Ordering Instructions" which are given at the end of the list. The articles and documents not identified by an "ED" number must be located in back issues of the appropriate journal or ordered from the publisher.

It is believed that these selected background references will be useful to persons interested in familiarizing themselves with the career education concept and with some emerging techniques for the implementation of career education programs.

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1. **A Plan for Career Development in the Public Schools of the District of Columbia.** Washington, D.C.: Department of Career Development Programs, Public Schools of the District of Columbia; May 1969. (VT-011-364)
2. **A Guide for the Development of Curriculum.** June 1969 (ED-037-535).
3. Mississippi State University, Curriculum Coordinating Unit. **Occupational Orientation: An Introduction to the World of Work: Teacher's Handbook; Preliminary Draft.** August 1969 (ED-050-279).
4. Bottoms, Gene and Kenneth B. Matheny. **A Guide for the Development, Implementation, and Administration of Exemplary Programs and Projects.** September 1969 (ED-040-301).
5. **A Guide for Cooperative Vocational Education.** September 1969 (ED-037-564).
6. **Career Guidance, Counseling, and Placement.** Proceedings of the National Conference on Guidance, Counseling, and Placement in Career Development and Educational-Occupational Decision Making. October 1969 (ED-041-143).
7. ERIC Clearinghouse on Counseling and Personnel Services. "Orientation Approaches to Increase Student Awareness of Occupational Options." November 1969 (ED-033-255).
8. ERIC Clearinghouse on Counseling and Personnel Services. "Intensive High School Occupational Guidance Approaches for Initial Work and Technical School Placement." November 1969 (ED-033-254).
9. ERIC Clearinghouse on Vocational and Technical Education, "Work Experience for Broadening Occupational Offerings: A Selected Bibliography for Use in Program Development." November 1969 (ED-034-[illegible]2).
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11. Little, J. K. **Review and Synthesis of Research on the Placement and Follow-Up of Vocational Education Students.** Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University; February 1970 (ED-037-543).
12. Wallace, H. R. **Review and Synthesis of Research on Cooperative Vocational Education.** Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University; June 1970 (ED-040-274).